



Spring
2017

03 //

Publication of Oyster
River High School

Mouth of
The River



TABLE OF CONTENTS

News



School Schedules pg. 3
Bomb Threats pg. 5
Social Studies Dept. pg. 7
Republicans at ORHS pg. 9

Features



Winter to Spring pg. 10
Skid School pg. 11
NH Mysteries pg. 13
April Horoscopes pg. 15
Fun Run pg. 17
Hack Shack pg. 18
The Geek pg. 19

Op-Ed



Travel Ban pg. 21
One Click pg. 23
Rejection Letters pg. 24
Sick as a Dog pg. 25
Female Leaders pg. 27
Betsy DeVos pg. 28
Upside Down pg. 29

Sports



Bowling pg. 31
High school hockey pg. 32

Dear reader,

Over the course of the presidential election, the communities in our country have diverged on the basis of politics. In many cases we have grown dependent on whether or not someone is a Trump or Hillary supporter, letting this dictate our social interactions. We have allowed belief to become a brand name of who someone is as a human being. However, the Mouth of the River staff has brought to you our second issue of the year, in an effort to bring the community back together. As you open this issue you'll find that each person has a complex story of their own life experiences, despite their political beliefs, and at the end of the day each one of us is living life day by day. We hope that while you explore the stories of those featured in this issue, you can find a common ground shared with an individual, despite major differences that may be prevalent at first glance.

Throughout the course of working on this issue, the staff has compiled a diverse arrangement of stories, not only within this issue but also online (see QR code). We have worked every day, bringing a voice to our community. Our mission has been to explore those unheard voices, and bring life to their words. I am extremely proud of how the staff has developed from our first issue of the year, and I am thankful to be a part of this experience. Learning the stories of our community has been one of the most valuable aspects of being a part of Mouth of the River, and bringing the community together is one of the greatest outcomes of our publication.

I want to personally thank you for picking up this issue, and for all of the support we have received as a publication. Our audience is what drives us to achieve our final product, and we hope to continue to provide stories that give a podium for the voices of our community. It has been an honor to finish our second issue, and to finally be able to distribute our hard work.

Sincerely,
Andrea Staples
Co-Editor in Chief



Katie Schmitt, Owen Kurtiak, Tim Bartos, George Philbrick, Anna Kate Munsey

Spencer Clark, Skye Hamilton, Thomas Cote, Jess Speechley, Lily Mangan

Libby Nichols, Lydia Concannon, Zach Leichtman, Megan Wu, Jane Robinson

Co-Editors in Chief: Andrea Staples & Dillon Mulhern

School Schedules

With the change of start time comes the change of schedule. For the 2018-2019 school year students may see some sort of change in their daily schedule. The change could be minor, or it could be drastic.

Oyster River High School currently has had a seven period schedule and has had one for as long as most can recall. However ORHS is now beginning to look into other options. A committee of ten ORHS faculty members is looking to find the best schedule for academic learning as well as a schedule that is best for the wellness of both students and staff.

Assistant Principal Mark Milliken, who is leading the staff committee, says, "We have a schedule that hasn't changed in forever; the term used was archaic." The faculty committee has met once so far, discussing the following questions: Why do we need to redesign how we use time at our school? What exactly is the problem we are trying to solve? How is time being well spent now? What time is not being used as efficiently as possible? And lastly, what valuable activities are not possible due to lack of time?

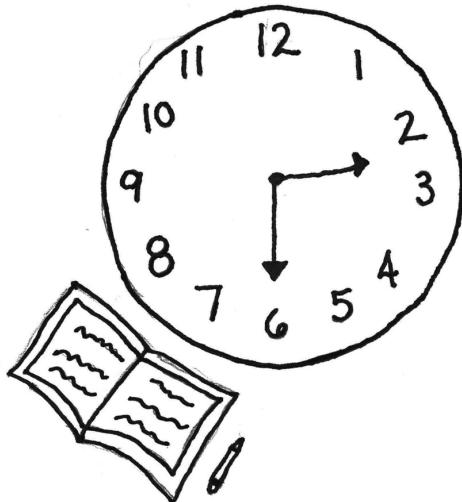
Over the course of the next few months the committee will meet and discuss different schedules that they have found interesting and that may work at ORHS. Many schools throughout

the country and even just in the seacoast area have different schedules that will be examined by staff at ORHS.

Here are just a few examples of different schedules that the staff could choose to examine.

Abby Clyde is a junior at Phillips Exeter Academy where the schedule is much different than here at ORHS. Clyde starts her day 8:00 am by commuting to school and doesn't get home until as late as 9:30 pm some nights. "It's pretty far away, so it takes an hour out of my day to commute. I get home around 8:30-9:30 every night because I stay late to do homework with friends and have dinner," said Clyde. During the day she has five classes, one free period, and two periods for either sports or fitness class. PEA also runs half days every Wednesday and on two to five Saturday classes each term. "I actually really like the schedule. The only thing that I would change would be to have almost all sports at the end of the day in winter; there is something very hard about going to 6pm class when it is dark," says Clyde.

Another schedule that is different than that of ORHS is Soroco High School located in Oak Creek, Colorado. Students at Soroco go to school from 8:00 am to 4:00 pm, Monday through Thursday every week. Truman Aranella, a sophomore at Soroco says, "It's a love hate relationship. I love having an extra day off, especially for sports and such, but since there is less class time



“We have a schedule that hasn’t changed in forever, the term used was archaic.”

in a school week teachers assign significantly more homework.”

The students started their 2016-2017 school year on August 22 and will get out on June 1. The length of the year is not much different than the length of the ORHS school year. The vacation times are not much different except students at Soroco get two weeks off for Christmas and only one week-long break in March instead of three week long breaks throughout the year. This still gives the students enough hours in school each year. Aranella says, “Right now I think that my schedule is fairly conventional. It isn’t perfect, but it works for me. Having Fridays off helps and allows for vacations and more time for anything else.”

There are many other schedules that differ from these examples that will be explored as well. ORHS computer teacher Cathi Stetson says, “A lot of people on the scheduling committee came from different schools with other schedules which I think was one of the goals.”

Stetson taught at a school in Pennsylvania that had a strictly block schedule. Students would have four classes a day for each semester that would each last 83 minutes. At the end of the day students had a multi purpose period that was used for homeroom and club meetings. Stetson says, “It’s really funny as a teacher because it doesn’t matter to me personally. When I was teaching block and went back to a schedule like this [ORHS] I thought:

I actually like this better! It just depends on your situation and what you’re teaching.”

For some teachers like Stetson, the specific schedule may not be something that makes as large of an impact as it does on some students. Milliken says, “We plan to do some parallel investigating between students and faculty and then come together at some point so that we can get the student voice in as well.”

The student voice is something that is highly valued and appreciated at ORHS. Stetson says, “I think especially here at Oyster River students definitely deserve the chance to speak and see some schedules and talk to students that are currently in those similar schedules.”

With the students’ wellbeing in mind, their voices will be important. Milliken says, “We have a lack of flexibility. We have a focus on doing more instead of on learning.” Many students at ORHS choose to enroll in seven classes, leaving no room for a study hall or free period. Milliken worries that the focus on in depth learning may be slowly fading away.

Taking all opinions into consideration, the 2018-2019 school year could be the start of a completely new schedule at ORHS. The student group has not been started yet. However, to have your voice heard, talk to Mr. McCann, who will be leading the group. **M**

- Libby Nichols

Bomb Threats at ORHS

The ORCSD community has recently received bomb threats in both the high school and middle school. All parts of the community are being affected in some way. Hopefully, the following article will help to clarify and comfort the community.

Throughout the beginning of the second semester of the 2017 school year, Oyster River High School has experienced three separate incidents where bomb threats in the school forced the facility into evacuation or lockdown. Bomb threats at ORHS are uncommon, the last time a bomb threat was reported in the school was over a decade ago. In the wake of these daunting events, students, parents, and faculty alike have reacted with mixed emotions - some are fearful, others are angry, and some are downright annoyed. Understanding what the community feels is essential for recovery, as well as prevention of further threats or actions.

Many people at ORHS felt anxious and stressed during these threats. ORHS Principal, Suzanne Filippone, realizes the trauma that students have to go through as a result of these threats. She said, "I completely understand how you feel. It's completely natural and expected, and I hope that everybody knows that it is our top priority to keep everybody safe. We would not have people in the building if we did not feel that it was safe to be here." Administration and faculty have urged any students affected by the threats to speak with their school counselor, should they feel the need.

However, not all students are fearful or concerned about the threats. Tucker Jennison ('17) expresses his irritation with the person(s) responsible. "Honestly it's not really scary or anything to me, because the threats don't really carry any weight...It's just annoying that someone who doesn't want to take a test or wants to feel powerful, is making us make up more school days and wasting [students'] time... Not cool."

Jennison's claim carries weight where the threats don't - the likelihood of a bomb threat resulting in an actual attack or bomb being found is slim to none. There are plenty of bomb threats in schools, workplaces, and government buildings, but none in recent history that have resulted in an actual bomb. The FBI has reported that only 5% of all bombing incidents (real bombs) have been done with intent to target a school or university. Of that 5%, 1.33% were carried out after warning the school or law enforcement. Put those values together, and it can be found that just .07% of all bombing incidents in the United States were done on a school campus with a warning that preceded the attack.

Even with these slim chances, the school has chosen to stay on the safe side of things and respond to every threat with the appropriate

measures. After the first incident, ORHS was evacuated and students either walked to the middle school or headed home via their own transportation. The school was then cleared using the New Hampshire state bomb dogs. When the same thing happened for the second time, the school chose to temporarily evacuate students to the middle school before clearing it with dogs and declaring it safe to re-enter. Finally, the third time, the school chose to go into a hard lockdown instead of an evacuation. This meant that students and teachers stayed in their classrooms with locked doors and with the lights off, staying hidden where they were not visible from the door. The bomb-sniffing dogs then checked the school for any dangerous materials, and school resumed as normal for the remainder of the day.

These differing reactions to the threats were chosen based on the perceived threat level by the administration, experience with these threats, and ease of investigation. For the first threat, the school was inexperienced with the situation, and therefore chose to take the safest route possible. When the second and third threats happened, the school was more experienced and well equipped to handle the situation - because of the previous practice, their procedures worked efficiently. Teachers were able to guide their students to safety speedily and effectively, and administration was able to take care of the situation as quickly as possible (without sacrificing safety) so that students would be able to get back to learning. All of the threats were classified as low-level threats, and therefore the response was at the discretion of the school.

Apart from just being annoying, scary, or angering to the community, threats like these carry serious legal consequences with them. As for the administration side of things, ORCSD Superintendent Dr. James Morse offers some insight as to reprimand for those responsible. "This could be an expellable offense. What that means in New Hampshire is, the school board has the authority to place a student out of their academic setting for an indefinite period. The student and their family would have to petition to re-enter. So, on the legal end the extreme is felony, on the school end, it's expulsion. That's the extreme of both of these circumstances, and then there's any range of choices between suspension, long term suspension, and then ultimately expulsion. All of these are on the table because the board has a policy and procedures that they apply to."



Photos by Dagmar Lamberts

While things such as drug or alcohol use in school, fighting, or general misbehaving are usually handled fully by the school, in these circumstances the punishment extends much further. Making a threat of a bomb in the school is punishable by up to 10 years in federal prison, a \$250,000 fine, or both. The punishment is no different for minors, so the offender could be treated the same regardless of age. The offense would also stay with them most likely for life, as most jobs and colleges will ask if you have ever been convicted of a felony on their application.

The school and police have caught the suspected writer of the first threat, but they will release no information about the suspect's identity or their punishment for confidentiality reasons. At a meeting on March 7th in the high school meant to answer the community's questions about the threats, most parents agreed with the police's decision to keep the identity hidden, but some thought that releasing information about the punishment that the student received would act as a warning toward other potential copycats. Dr. Morse stated that, while it may act as a deterrent, he and the rest of the administration are legally not allowed to share that information because the student is a minor.

Many people throughout the community have wondered why it is that the reaction to each threat has been handled differently. Filippone offered some clarification, saying, "we go through a series of guidelines and questions and a lot of collaboration to make determinations and every single situation may seem like they're the same thing on the outside but from our perspective, they're all very different. So we have different responses for different situations." Filippone went on to explain the process that occurs after a threat is made. She said, "when a threat is made at school, we have to look at a lot of different things and there's a lot of variables, and we work with the Durham police, the state police, and the bomb squad to determine where we are in the guidelines and what we need to do to be able to continue our school day and to keep kids safe. Our primary responsibility is to keep people safe."

ORHS students temporarily lost open campus privileges for the Friday before February break. Sign-out sheets have also been implemented, in which a student must write their name and the times whenever they leave and re-enter the classroom. Filippone said that there were two reasons for these new policies, one being the fact that

there was such a short time for the administration and police to do their investigation before students left on break. She also explained the other part of the reasoning, saying, "part of the reason has to do with accountability. One of the wonderful things about Oyster River is that students have a lot of freedoms and privileges and that also sometimes makes it difficult for us, when it comes to accountability and finding kids and being able to talk to them. I don't want people to think that this is going to continue on forever, because it's not. It's probably going to be very temporary."

Oyster River Middle School also received a bomb threat. Diane Treaga, a teacher at ORMS described the situation, saying, "Many staff members have expressed concern for all involved, including the perpetrator. This person/people may not realize how they are impacting their reputation and future as a trusted member of our community." Treaga also noted the reactions from ORMS students. She said some of them say the perpetrator is setting a bad example, crying wolf, and damaging their chances of having good recommendations from staff members.

Treaga discussed the impact of all of the bomb threats, both at ORMS and ORHS. She said, "ORMS is already overcrowded. Having most of the population of the high school jammed into the library, cafeteria, and many hanging out in the bathrooms further impacts our space and learning." She continued to say, "classes scheduled to be in the library are completely disrupted. ORMS students have to eat their lunches in their team classrooms and are not allowed to have a much-needed recess. Some students are dismissed when picked up by their parents, which influences their learning and teaching. Teachers need to reteach to those who missed classes. As students were in lockdown status, they cannot pass through hallways and must stay in place for long periods of time."

ORHS administration is working hard to resolve these recent issues. Sergeant Dade is the commander of the bomb squad for New Hampshire. He said, "Your kids are in really good hands. Despite the lack of experience, things here in Durham have gone really well and I do credit Officer Malasky, Chief Kertz, Dr. Morse, Oyster River staff and faculty with their communication skills, their ability to think these things through, ask the right questions, and then take action based upon that." **M**

- Anna Kate Munsey and Thomas Cote

SWITCHING IT UP

CHANGES TO THE ORHS SOCIAL STUDIES DEPARTMENT

"I'm pretty psyched about the change. I like that it gives me even more freedom to pick classes I'm actually interested in, which I'm especially excited for because you don't get a lot of options freshman year," says Grace Castonguay ('20).

The ORHS social studies department will undergo some changes next year, in order to capitalize on the scheduling flexibility and choice for students. These changes include the addition of new classes, and the re-ordering of required classes to improve fluidity.

Brian Zottoli has taught a variety of social studies classes throughout his career, and is currently the head of the social studies department at ORHS. He described the reasoning behind the changes, saying, "with

our philosophy, we're looking at competencies right now and so I think that when we start looking at what we want kids to be competent in as they go through the social studies program, having back-to-back, year-long experiences with students makes sense."

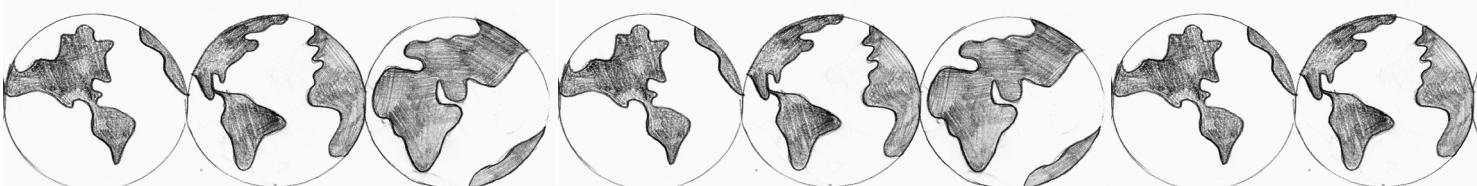
Zottoli continued with, "I love when students have choice because I feel like it helps them get more engaged in what they're doing. I think by offering required year long classes freshman and sophomore year we will see an increase in Psychology, Sociology, Philosophy and all of our other U.S. history electives that we're offering which is exciting."

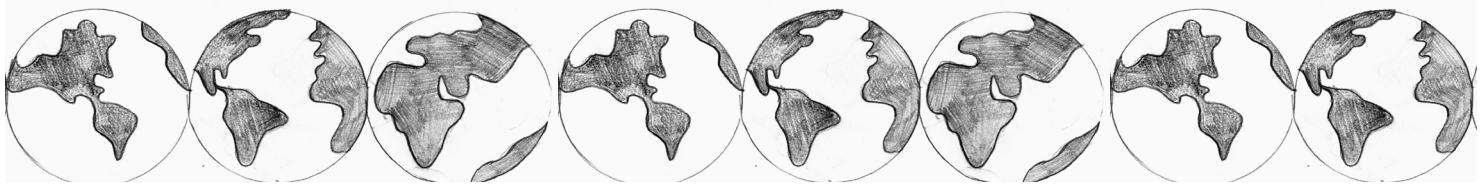
"The other piece is that it does open up a path for students to take more either social studies electives or just other electives because of the

Tenth grade is where the biggest changes start to occur. Sophomores will be required to take one credit of U.S. History. These can include US History 1 and 2, or another U.S. History alternative elective, which fulfills the state's U.S. History requirement. These alternative electives are Environmental History, Cold War and the 60's, African American History, Consumerism, and American Studies (1 and 2). Sophomores are also able to take additional electives such as Russian Studies, Sports and 20th Century Society, and Topics in Current History.

Ninth grade requirements will stay the same: one full year of World Cultures, which will fulfill the state's Global Studies requirement. Freshmen can also opt to take certain electives such as the new Model United Nations class that will begin in the fall of 2017.

Eleventh grade students only have to take a semester-length Citizenship Education class, which fulfills the state's Civics requirement. Eleventh and Twelfth graders also have a variety of electives that they are able to take, including Sociology, Psychology, Russian Studies, Topics in Current History, Advanced World Cultures, Introduction to Philosophy, Sports and 20th century society, and AP U.S. History.





“I’m pretty psyched about the change. I like that it gives me even more freedom to pick classes I’m actually interested in, which I’m especially excited for because you don’t get a lot of options freshman year.”

way the schedule works,” says Heather Machanoff, ORHS Counseling Director. She explained that this was particularly helpful during students’ sophomore year, when they have Cit-Ed first semester, and not much available to them for second semester. With this change, students have a full year of social studies with lots of options. “This switch allows students to do that while still making sure that all students get those skills that the department felt were very important,” Machanoff said. Machanoff outlined one of the advantages to this change: the increased opportunity to fit AP U.S. History into students’ schedules. They have the chance to take it both junior and senior year. Since the students

interested in AP U.S. History most likely have a large interest in social studies, it helps to give them more flexibility when designing their schedule. Machanoff said, “I think the other piece is students who are taking Cit-Ed as a junior have that additional semester so it allows them to get something in that maybe they couldn’t have before, if they were really passionate about the subject area.”

One possible drawback this change could cause has to do with some of the more challenging junior classes, that will now become sophomore classes. ORHS Social Studies teacher Dave Hawley said, “it becomes tricky for classes like American Studies because developmentally that’s a

“I really liked Advanced Topics because of the options and choice but I also really like APUSH (AP U.S. History) because [of] the content. All in all I have been super happy with the classes and teachers in the social studies department and the teachers make the classes fun and interesting.”

difficult hurdle to go from summary to analysis in that way.” He continued by saying, “we’re giving it a go and I think kids are pretty resilient so hopefully they’ll figure it out and just be better writers as a result.”

Hawley also noted that this change may be a bit confusing for students at first, but that the new structure will benefit them more, especially in classes such as Cit-Ed that teach content more applicable when they are 17 or 18 vs. when they are 15 or 16.

Alex Szymanski ('17) has taken a variety of social studies classes throughout his four years at ORHS: World Cultures, Citizenship Education, American Studies 1 and 2, U.S. History 1 and 2, AP U.S. History, Advanced Topics in World Cultures, and Philosophy. He discussed several of his favorite classes, saying “I really liked Advanced Topics because of the options and choice but I also really like APUSH (AP U.S. History) because I really like the content.” He closed with, “All in all I have been super happy with the classes and teachers in the social studies department and the teachers make the classes fun and interesting.”

Phoebe Lovejoy ('19) also enjoys social studies classes at ORHS and is excited about the upcoming changes. She said, “for Cit-Ed it seems like we need to know more history so it makes more sense to take U.S. History before it.” She has taken World Cultures, Cit-Ed, and U.S. History 1 so far, and plans on taking more classes in her upcoming junior and senior years. She had originally planned on taking U.S. History 1&2 both this year, but ended up not having enough time in her schedule. She plans on taking either U.S. History 2 next year, or an alternate such as African American History or Cold War and the 60s. She is also considering taking Psychology and possibly AP U.S. History.

The hope is that the changes to the ORHS social studies department will increase learning opportunities and provide more fluidity to student schedules. However, as Hawley noted, if the changes don’t go smoothly, they can always be altered for the better. Since social studies is a required subject ORHS, the plentiful options and new structure will help to ensure that every student is engaged in class each day. **M**

The Elephants in the Room

The halls of Oyster River High School are haunted by long, defeated faces. The noise of conversation fills the air as students can't resist talking about the news. Some are angry, some disgusted, most are upset in some form or another, and everyone wants answers. More important than finding answers, however, is finding someone to blame. The date is November 9th, 2016, and Donald Trump has been named the next president of the United States of America.

The Oyster River Cooperative School District is made up of the towns of Durham, Lee, and Madbury, New Hampshire. According to the New Hampshire Secretary of State, in the 2016 Presidential Election 66 percent of all voters in those three towns voted for Hillary Clinton. That percentage is the third highest of any town in the state, behind only Portsmouth and Hanover. Our own school election saw Clinton win by over 200 votes. These numbers show that our community is largely Democratic.

Because we live in such a blue area of the state, Republican students sometimes feel targeted for their opposing beliefs. For many, this was amplified after Trump's election. "After the election, I was asked who I would have voted for, and I said Donald Trump. People responded by calling me a racist, bigot, and misogynist," says Cam Casella ('17). The results of the 2016 election were a shock to us all. After the third Presidential Debate, Donald Trump had only a 12.6 percent chance of winning the presidency, according to the FiveThirtyEight election model. But somehow, he won.

"The Democratic party were convinced they were going to win, and they didn't," says Derek Cangello, a social studies teacher at ORHS. Hil-

ary Clinton's surprising loss naturally left many of her supporters, the majority of voters in our community, upset. "The mood after the election was deflated," says Jared Ki-

erstead ('17), who identifies as a Republican. Deflated is a good word to describe the post-election blues that many Clinton supporters were feeling. There was a sense of both disbelief and frustration, and some of that frustration was taken out on Republicans.

"After the election, I was asked who I would have voted for, and I said Donald Trump. People responded by calling me a racist, bigot, and misogynist."

- Cam Casella ('17)



"I think [Trump] is attempting to create a dictatorship out of the United States," says Sam Brooks ('17), who attended a protest in Washington D.C. during Trump's inauguration. Brooks is certainly not alone in his animosity towards the president. Trump is often called a racist, misogynist, and bigot. Many Republicans recognize Trump's flaws, and as Casella says, "don't like being 100 percent aligned with him."

It is important to ORHS administration and teachers that we welcome all political beliefs. "I try to provide a safe environment for kids here. There's a zero tolerance policy for attacking other kids for their political beliefs," Cangello states. However, Cangello recognizes that it is impossible to completely prevent political attacks from happening. "I know it happens, maybe not in my classroom but it does in the school."

John Adams once said,

"There is nothing which I dread so much as a division of the republic into two great parties, each arranged under its leader, and concerting measures in opposition to each other. This, in my humble apprehension, is to be dreaded as the greatest political evil under our Constitution."

It's safe to say Adams would not approve of our current political climate. Maybe now more than ever, the political rivalry between Democrats and Republicans has divided our

country into two factions that despise each other. It touches all corners of our society; our school is no exception.

A fundamental principle of any school is respecting and collaborating with others, regardless of how different from them you may be. "When you surround yourself with people who think exactly the same as you it doesn't leave a whole lot of room for opposing thoughts," Casella says. However, in this day and age, whether you're a Democrat or Republican, it is becoming increasingly difficult to see the opposing political point of view. After an election that was one of the more ruthless in history, one thing is for sure, according to Cangello: "Both parties have a lot of work to do to regain the faith of the American people." **M**

-Spencer Clark

HIBERNATION CESSATION

As you rouse to consciousness, your ears are greeted with the delicate sound of water dripping into a puddle, and jubilant songbirds chirping their melodies in a chorus of happiness. Inviting golden beams of

mid-morning sunlight creep their way into your dimly lit cave and fall on your eyes like encouraging blankets of warmth.

Yes, it seems that springtime is in full swing - but you haven't even started to catch up. From behind a rock at the mouth of your cave, you peer out into the scenery that lay outside. Over there is your friend dressed in springtime attire and happy as can be; he's already got a tan from his wintertime trip to the Caribbean. Past him is another friend of yours, who's off to lacrosse practice in her newly converted convertible. While you may feel a bit of panic well up inside because you're nowhere near as ready for the big thaw as your schoolmates, don't fret, we've got you covered. Here are some tips to help struggling mammals like you successfully transition from winter to spring.

Tip #1: Dress for the times



As the days get warmer, so will you. If you keep wearing that -30 degree parka that you wore for the past few months, you'll be very warm. So warm, in fact, that you'll have to make an excuse to that cute girl in your math class, telling her that your sweat drenched hair and rapid breathing is a result of climbing the stairs from the first floor. If you would like to not look like you just jumped in a swimming pool and/or become a victim of heatstroke, try wearing some lighter clothing. A simple sweater or long-sleeve shirt will get the job done, as it will offer cooling breathability, yet protection from lingering winter on some of the colder days of spring. As for pants, throw on some shorts or a skirt if you're feeling bold, but that brings us to our next dilemma.

Tip #2: The sun is not a monster

You may have forgotten about that bright round thing in the sky that brings us heat and life. Maybe a session of Netflix in front of your laptop screen has been enough to give your tender skin a moderate sunburn in the past few weeks. Whatever the case is, don't worry; getting a little bit of melanin back in the ol' epidermis is easier than you'd think. First, start small. Maybe crack your shades open an inch or two. Once you feel more comfortable, maybe head outside on a warm day and sunbathe for a little while. Don't forget your SPF 15 or higher sunscreen and lather up - your vampirish self will need a lot of it. Avoid tanning beds, unless you'd like your skin to have the consistency and texture of leather by the age of 20.

Tip #3: Get rid of the extra insulation

Part of winter is many holidays back to back, and part of holidays is stuff-

ing your face with grandma's delicious food. Because snowstorms and the cold can make it hard to get outside for activity, and because you needed a lot of calories for hibernation, a swimsuit-ready body for summer can quickly fall to the bottom on the list of priorities. Thankfully, springtime brings with it warm weather and the chance to get back outside, which means you can spend time doing activities to burn off some of the leftover stuffing and pumpkin pie. Simply walking the dog or going for a jog are great ways to get moving. If you're looking for a more radical approach, you may want to take after the Canadian Goose. These feathered fowl fly an average of 1500 km (or 932 miles) during their migration North in the spring. If you can fly 932 miles, or if you can fly at all, it's an impressive feat that is sure to help you on your quest to burn calories.

Tip #4: Stop being a hermit

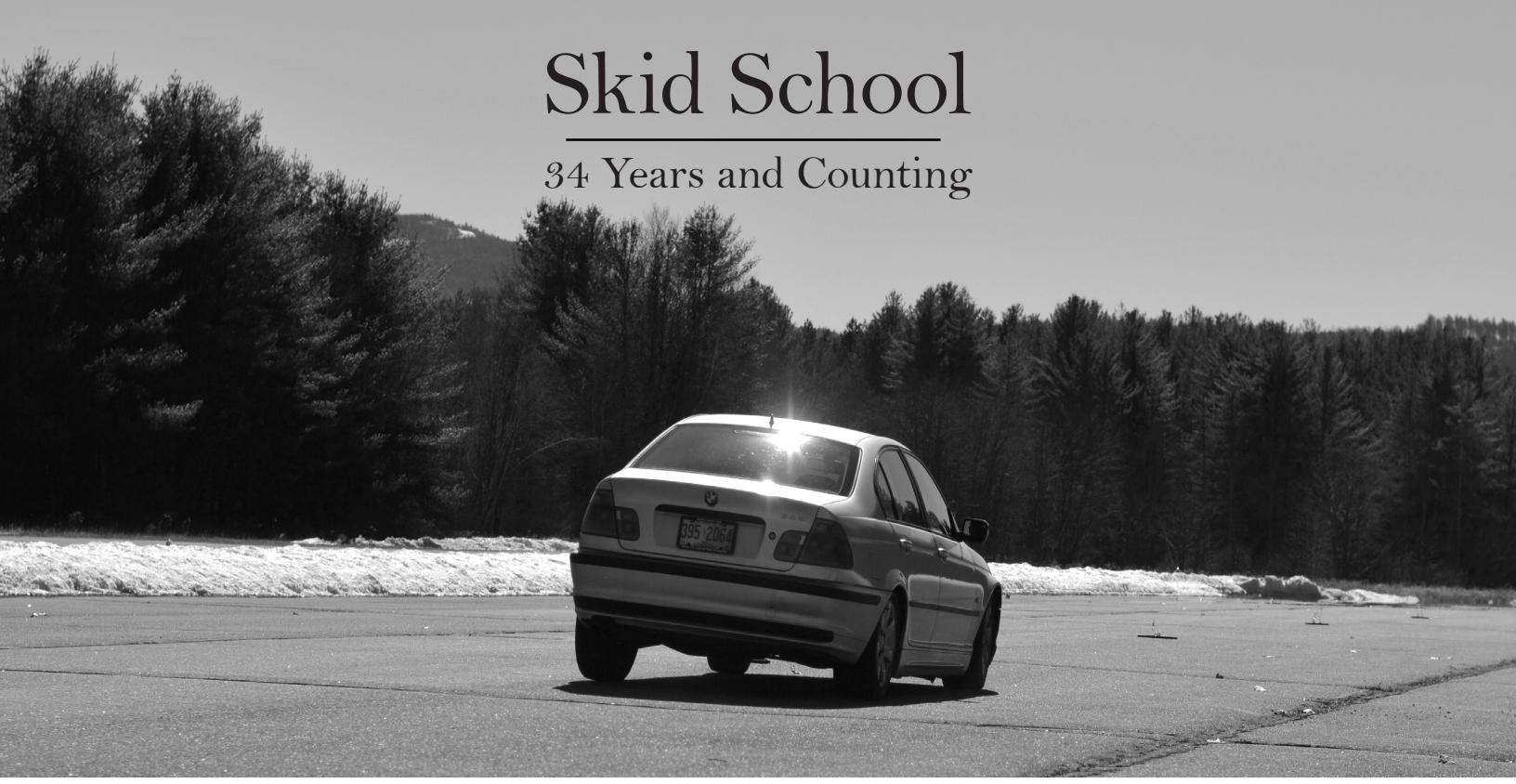
Chances are, you haven't left the house much, save for running to the store to restock your cache of oreos and hamburger helper. While being a recluse can be a netflix fueled, cholesterol boosting bliss, it's probably

not good for your social life. You may argue that your clan from Dungeons and Dragons Online are friends enough, but DemonSlayer999 most likely isn't going to help you move your stuff into an apartment or loan you a few bucks when you forget your wallet at home. Springtime offers great conditions to find some new friends; people like to get out and enjoy the sunshine, so you should too. One sure place to find people in the spring is at the dogpark. Bring your four-legged pal - that's not limited just to dogs either. Walking your pet koala or mountain lion is garunteed to make people spark up a conversation, even if it starts with "your mountain lion just ate my dog."

Hopefully after following some of these tips, you'll be out and about with a severe case of spring fever in no time. If not, feel free to climb back into your winter cave for a little while longer - winter's not over yet because an obese rat named Phil said it isn't, so society says you're more than welcome to do so. **M**

Skid School

34 Years and Counting



Have you ever thought about how scary it would be to hit a patch of ice on a highway going 65 miles per hour? What would you do? Would you turn the wheel the correct way? Would know you know to handle the brakes? Would you have the presence of mind to know how to handle yourself as your car starts sliding to the side? These types of deadly situations are the very reason that Sandy Stevens founded Skid School.

Sandy Stevens founded Skid School in 1979 because he saw a need to prepare adults and teens to be better drivers. Car crashes kill over 6,000 teens annually, and seriously injure another 300,000. Some parents across the country looking for a way to keep their children safer on the roads have turned to defensive driving courses as a way to give their kids the necessary tools to avoid disaster.

Sandy worked for Skip Barber Racing School in 1975 and has raced with the Sports Car Club of America since '76. In addition to running his school, he worked as a race mechanic for many years. Stevens started his Skid School by working with Cooperative Insurance in Middlebury, VT. The core skills of the program were taken from the Police Emergency Skills Training at the Vermont Police Academy, where the founder taught for 30 years. His goal was to produce newly licensed drivers who could be depended

upon to handle an emergency such as a deer in the road or a car running a stop sign in front of them from or any type of weather condition, and to produce new drivers whose judgment and decision-making skills reflected a maturity they expect from adult drivers with good driving records.

What exactly do they teach you at Skid School? Sandy and his team, using the Hawthorne-Feather Airpark in Deering NH, run students through a series of drills and exercises to better prepare them for emergency situations on the road. The first is the Panic Stop, where drivers come to a stop in a straight line as quickly as possible from 55-70 mph. The next is the slalom, where the goal is to make it through quickly while having the car under control. The last main drill is the emergency lane change drill, which combines the two previous drills. The activity consists of straight line braking from 55-70, and then a quick reaction steer to either side. He teaches students how to break, especially how to handle ABS braking systems, which are very different than cars without them.

Skid school also runs students through a steering drill called the Slalom. It is designed to get you to be comfortable steering and driving at a relatively high speed. Sandy sees this as a technical skill and one that all drivers



should have in their back pocket.

Combining both the sudden stop and steering skills of the first two drills, students then learn the Emergency Lane Change drill. Sandy chose this one because intersection accidents are found to be the most serious and he wanted his students to know how to avoid injury in these situations as much as possible. Research shows that more often than not, when in these situations drivers fail to use the car's ability to avoid an accident. The idea, by performing this drill over and over, is to develop an instinct that you naturally use in these situations. Most driver's education courses tell students a number of things about how to avoid accidents, but there is not enough actual practice for the "muscle memory" to take place. Skid School puts drivers in actual situations, on dry roads and snowy ones, so they can develop confidence to handle should it happen in "real life." The program most people are familiar with is the program for teen drivers, but there is also a program called Corporate Fleet Training. This division of Skid School, Driver Skills Development specializes in the creation and implementation of driver skills programs customized to the wide-ranging needs of corporate groups including major corporations; local police, fire, and rescue agencies; and state, county, and municipal organizations.

Defensive driving schools are not only practi-

cal for real-world application, they can also be beneficial from an economic standpoint. Many insurance providers offer discounted auto insurance rates for customers who have taken one of these courses. According to Nationwide Insurance, taking a class like this could earn you up to a 10% discount. With the average yearly insurance for a teen driver in the United States quoted at \$2,267, saving 227 of those dollars per year is something that a parent (or self-paying teenager) would gladly accept.

Showing up to the school, Sandy started off the class by reading a letter from a past student, who recently faced an incident when a tree fell across the road. The student was able to brake and steer around the tree while staying in her lane. In the letter, the student praised the training she had, and felt without it she would not have been able to avoid the tree. These are the type of experiences that Skid School prepares its driver for. After the taking the class both of us have seen improvements in our driving and feel that we are more equipped for whatever is thrown our way on the road, whether it's a falling tree or another driver. Not only is the class beneficial for driving skills, but the Skid School team made the class one of the most fun experiences we've had behind the wheel. **M**

-Owen Kurtiak and Thomas Cote

MYSTERIOUS NEW HAMPSHIRE

HOW DID WE WRITE A 20 PAGE ARTICLE ABOUT THE WEIRDEST HISTORY IN NEW HAMPSHIRE?

It started with a less-than-sane task: the building of our conspiracy board. We began by tacking a map of New Hampshire into the center of a cork board. Then, the scowling face of a strangely robed man named Aleister Crowley to the left. Then, we pinned an overhead shot from google maps of a site latticed with ancient ruins known as America's Stonehenge. Finally, a photo of Betty and Barney Hill, grinning on a sofa, celebrating the story of their abduction reaching the newspaper. These three we connected to the map with a deep maroon yarn. We then populated the board with the other cryptids, aliens, and occult occurrences of NH. These were connected to pins by a thin, blue string. They weren't part of the 'big three', but if any connections should show up...

THE BEGINNING

The word occult did not originally imply magic or aliens. It came from a word which meant hidden. In astronomical terms, an occult is the phenomenon of a larger celestial body hiding a smaller celestial body behind it. When you look up at the night sky, there is more than the stars you can see. Thousands hide twinkling behind the moon. The same can be said about stories. Behind every paragraph of second-hand accounts of history there are hundreds of documents, and behind those documents, thousands of experiences. Each of these paragraphs are interpreted differently by different readers, until it becomes difficult to distinguish what is history and what is legend.

We have always been fascinated by mysterious events throughout history. This fascination led us to begin our search for unexplained events in New Hampshire. We were overwhelmed with stories. Our first days of investigation found us scouring the internet, visiting our fair share of tacky conspiracy websites that seemed to have not been viewed since the 90's. We finally zoomed in on three mysterious stories, one ancient, one strange, and one otherworldly. The work ahead of us was immense and muddled with various interpretations of what actually occurred.

THE OTHERWORDLY: INVESTIGATED BY LILY

On September 19th, 1961, Betty and Barney Hill were driving back from a vacation to Niagara Falls. When the couple reached Franconia Notch, an isolated and narrow stretch of highway, a flying craft about 50 feet in length descended rapidly from the sky above their car. As they slowed to a stop to observe the craft, they heard a strange series of vibrations and fell into a state of altered consciousness. When they returned home the next morning, they were unsure of what they had experienced. Years later, in hypnosis regression therapy, they recovered the memories of their abduction.

I didn't know where to begin my investigation into the events of that strange night in 1961. Information, both credible and less credible, was everywhere. The prospect of getting to the bottom of an almost 60 year old mystery was a daunting one. I wanted to know every aspect of the story, from the couple's initial reports to the Air Force to the written transcripts of their hypnotherapy sessions.

After hours upon hours wasted combing through the online archives of the

CIA Library and Project Blue Book with no luck, I realized that I wasn't going to find the answers I wanted on the internet. It seemed as though the only websites that hadn't been severely redacted were shady conspiracy sites that were dusty in both appearance and factual accuracy. I needed something more.

It was my father who suggested that I search the physical archives in the depths of University of New Hampshire. After researching dead end after dead end, I was both excited and apprehensive about the idea. What if there wasn't anything there at all? Regardless of my doubts, I decided it was worth a shot. I picked up my colleague George, and we were on our way.

We walked into the crowded university library at around 3:00 pm. the foyer was bright and busy with a multitude of students frantically checking out books. As we went up to the front desk, I couldn't help feeling nervous. The woman at the front desk directed

THE STRANGE: INVESTIGATED BY GEORGE

A week of wading through the sludge of the internet, and nothing to show for it. Conspiracy websites gave me nothing but conflicting reports of the man, and reputable sources were vague at best. Delving into the corners of the world wide web had so far yielded nothing, but now I had found it. I found the dreaded book, the testaments of a madman, a Necronomicon of the new age: The Confessions of Aleister Crowley.

My investigation of Crowley began in early February and did not end until the last day of the bitterly cold month. Born in England during 1875, he was dubbed 'The Wickedest Man in the World' because of his strange practices of magic, drugs, and sex. He founded his own religion, Thelema. At this point you're probably thinking: 'Why would the wickedest man in the world come to New Hampshire?' That's exactly what I thought when I read the rumors of the mysterious man's trip to our little humdrum state. You see, it was a brief retirement, a magickal retirement in fact (The k in Magick is meant to differentiate the magic tricks performed by show magi-

cians from the real magick used by wizards). In 1916, when he came to a cabin in Hebron, NH on Newfound Lake, he was said to have done all sorts of strange things.

I forced the dredges of the internet to cough up as many legends of his retirement as I could, but they all disagreed on some key points. How long did he stay in New Hampshire? What did he do here? And was that a rumor of grey alien involvement circulating around conspiracy forums? The secondary documentation simply hadn't done a good enough job of researching Crowley's trip to NH. These questions led me to comb the web for a primary source--something written by someone who was actually there.

The only person this could be was Crowley. It took me a while, but I finally found a free PDF of his self proclaimed 'autohagiography' (the autobiography of a saint). It was titled The Confessions of Aleister Crowley. The text was formatted so that each page was offset by about

“WHAT WENT ON HERE?”

a quarter of an inch- probably from being pirated in the form of copy-pasting some long time ago. The writing itself was no better. It was more like the raving of a crazed person than the writings of a saint. I had to navigate a book entangled in itself, full of arcane phrases, and written with such conceit.

At first I had no clue where to start; I tried from the beginning, but it seemed to start in the middle, as if Crowley had forgotten to do some important explanation of terms and phrases. Google came to my aid, but try to Google ‘Chokmah’ and see if you can make sense of any sense of the cryptic explanations of the Hebrew word. I was in quite over my head. Fortunately, I remembered that I had my own magick of ctrl+f. Searching the document for words allowed me to at least find the 10 pages where Crowley wrote about his New Hampshire retirement. My mind hummed as I zoomed in on his escapades in NH.

Through research and back tracking through the text, I was able to decipher much of his journey to NH from his point of view. He professed to many strange acts including the use of an Elixir of Life and the creation of ritual involving the crucifixion of a frog.

This text had rewarded me with knowledge, but it still brought up more questions. Crowley claimed locals witnessed feats of strength granted by the Elixir of Life, and made quite a fuss, but with the school’s access to newspaper archives in NH during the time, I could find no reports of a man carrying felled trees by himself. What was his elixir actually? In addition, the grey alien rumored on the internet to be drawn by Crowley in NH was not written about in his autohagiography at all. This entity which the internet said was named Lam was not mentioned in any of Crowley’s books. Did Crowley encounter an alien? More importantly, was any of it real?

More documents and pictures clustered around Crowley on his side of the board, crowding his scowling face. I stepped back. There was still much work to be done. The unanswered questions would be answered, but in too great a length for a two page article. If you want to learn the rest as I did, scan the QR code at the bottom of the page. There you will find the rest of my escapades in the realm of Crowley, and more about what I have already imparted upon you. You will see what I learn of the grey skinned entity, Lam, and learn of my meeting with a professor at UNH whose expertise includes the occult and magic.

THE ANCIENT

The car doors thudded behind us as we stepped into the warm air of late February. The snowpack of the previous blizzards was dissipating, melting beneath our feet in the warm heat of the sun. Lauren Quest and Nick Dundorf joined us on this final leg of our investigation of strange occurrences in New Hampshire. The wooded area before us held America’s Stonehenge, also known as Mystery Hill, which we would soon learn is a far more accurate title. The site contains ruins which are rumored to have origins with ancient European settlers.

We entered through a stuffy museum, where we were greeted with nothing more than a glance from the woman behind the counter. Dozens of interesting papers were tacked to walls, documenting carbon dating, timelines, and the reconstruction of the site. Glass cases were filled with artifacts ranging from tools to fragments of large monoliths carved with supposedly Celtic symbols. We peered in silence at all the documents and artifacts. Quest took pictures so that we could look back at the items later. What we learned was that the site was made by an ancient European culture. There is much controversy over the way that the place has been restored. The owner who restored much of it in the 1920s did not have experience in archaeology, and was a known believer in ancient European societies in America before he bought the site. This was something to muse about for our walk.

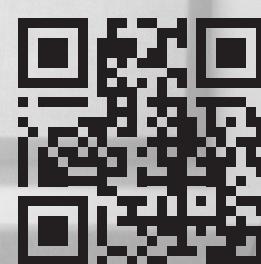
A staticy introductory video later, we walked the path into the forest. Stone walls intertwined the woods with no real apparent purpose. As we followed them towards the hill in the center, we came to a small stone hut, half buried in the ground. Getting on our knees, we crawled into it to discover a very roomy interior. The stone walls were held together with no mortar, but were surprisingly sturdy. In the murky gloom of that hut, it was hard to imagine that it had been faked. After Lily snapped a shot on her polaroid, we started to the chain link fence which surrounded a stone complex on the top of the hill.

The structures were breathtaking. Huge stone walls and caverns dotted the hilltop. The site looked like something out of a Lovecraftian novel. As we walked in and out of open stone hallways, it felt as though we were experiencing something more ancient than any of us could ever imagine. It was beautiful and powerful at the same time, truly a piece of history all but lost to the ages. As we walked around the grounds, Nick Dundorf pointed out that the forest surrounding the site was younger than it should be: meaning that at one point in time the hill had been a large field. One question stood out in our minds:

“What went on here?”

THE END?

The truth is sometimes hard to see, like a distant star just out of sight. To see what really lies beyond the obvious, comforting, answers we accept as truth, one must begin to consider the possibility of facts beyond one’s comprehension. An open mind is not just important, it is a necessity. Our investigation was far from finished, to see what else we discovered, visit the MOR website or scan the QR code for the full article. **M** -George Philbrick and Lily Mangan



April Horoscopes

After much research and hours spent writing, we have brought back horoscopes to MOR! We have included information about relationship as well as life advice for this coming month. If your sign is not here, don't fret! Check out our website for the rest.

Aries ~ March 21 - April 19

Keep your eyes peeled and your heart open this time of the year - Venus has decided to stay by your side. Your significant other will greatly appreciate a sweet gesture! Consider past experiences before jumping in too quickly; your natural instinct to be impulsive can come back to be a thorn in your side.

Speaking of thorns, it is advised for you to remain clear headed when some old problems resurface. Maintain your confidence and tackle them all one-by-one.

Your recent argument with your parents will escalate. However, lucky you, there are a few preventative things you can try. The stars read that if you get an A on that next math test, kiss a fat squirrel, or drink a gallon of milk in an hour, there won't be any arguments for the rest of the month. The choice is yours.

Treat yourself from time to time! You usually are the self-motivated and scheduled-packed kind of person, but everyone needs to relax. Splurge on that new phone you wanted, watch a few movies, or eat three orders of large fries from Franz's at once just because you can.



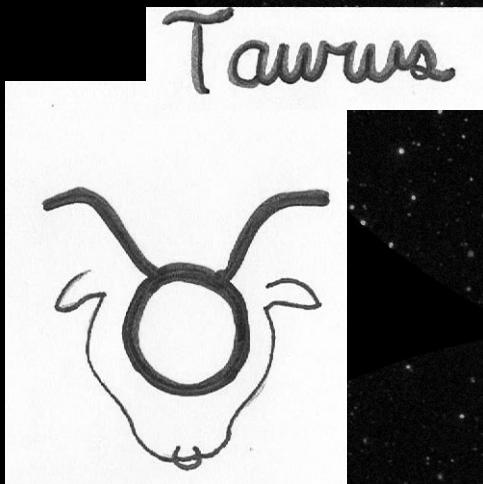
Taurus ~ April 20 - May 20

Having a practical mind may not help you too much when it comes to your relationships. This month is just not your month for social issues so steer clear of any rising arguments or complications. If you do get tangled up in a sticky web, don't be overly practical and realistic; consider the other person's viewpoint before taking action.

There is a high chance you will be presented with an opportunity to be promoted at your job! Take advantage of every opening which may include making extra coffee runs for your boss.

If something isn't feeling right, spiritually or physically, get it checked out. You may want to skip your daily junk food meal after getting home from school. Invest in some kale chips instead. Take a power nap sometime throughout the day.

Try not to do anything too dangerous for the first two weeks of the month though. Yes, this includes driving 20 mph over the speed limit going down Coe, over-training, and even taking too big of a bite of your hamburger. The odds are absolutely not in your favor around this time.



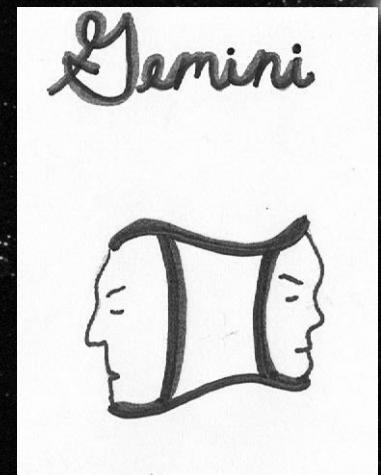
Gemini ~ May 21 - June 20

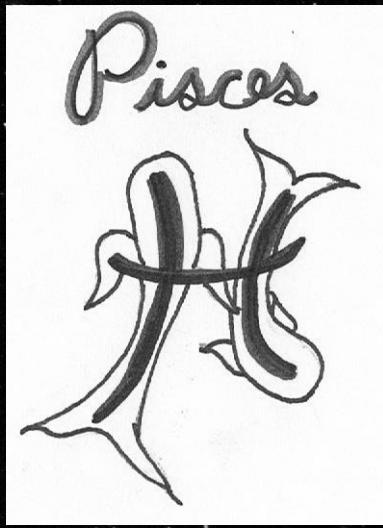
A social relationship of yours will take a darker turn at the beginning of the month. Communication is key during this time. There won't be much of a chance to retract your words once they've been said.

You will be given a chance to shine after the full moon passes! Maybe you'll be the Responsible Student of the Month, get the chance to say the announcements, or perhaps receive a prom-posa!

This month is the month to take that risk you've been pondering over. Go talk to that guy or gal across the room, or be the person you always dreamed to be. You won't be having a lucky day or week...you'll be lucky this whole month! Keep a dollar on you just in case you see that vending machine with a bag of chips just barely stuck! Also, check out the chips on the bottom row; some cost less than marked!

Also, check that forgotten finsta - perhaps that celebrity has followed you back already. If not, feel free to spam their DMs with memes and stickers - that'll definitely get their attention.





Pisces ~ February 19 - March 20

You are filled with ideas in the first weeks of this month Pisces. Your dreamy and creative attitude has sparked all kinds of creative thoughts. Try a lot of new things in these first weeks. Not all of them are bound to work out, but you definitely won't regret the ones that do.

Your indecisiveness may prove to be a bit of an issue heading towards the middle of the month. Deep down, you know what you want; stop fooling yourself into thinking it's something else! There are endless possibilities that you can't help but go through, so talk to one of your earth-sign friends to keep you grounded through this time.

You will meet a beautiful woman in a dream this week. She isn't human; you can tell by her abnormally long fingers, extraordinary height, and hair that floats like smoke. She'll offer to grant you one wish in return for a favor that you will have to fulfill later. Don't accept.

Make sure to lend a helping hand near the end of the month. Some friends may be struggling during this time, so take some time to support them and give some of that love you have so much of!

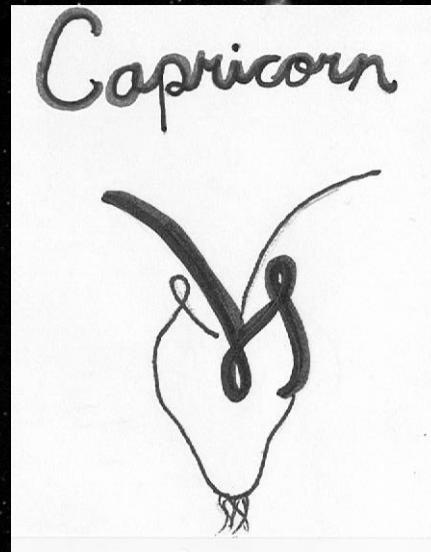
Capricorn ~ December 22 - January 19

In the beginning of this month, you'll be wearing rose colored glasses. Everything seems like a romantic venture - this is the perfect time to compliment your crush or go out on a nice date with your significant other. Have fun and don't take yourself too seriously you starstruck lover!

In the middle of the month, some stressful situations may arise academically and socially. This could be tough, but you know how to keep everything organized and in check. Just make sure to take a breather so you don't get overwhelmed.

That thing in your basement just wants to be friends! Make sure that next time when you turn off the lights, you don't run up the stairs. It just wants to caress your ankles and have a nice conversation; stop being so rude!

The end of the month brings a much needed break for you Capricorn; enjoy this, but don't let yourself get distracted from your longterm goals! Stay focused and go for it!



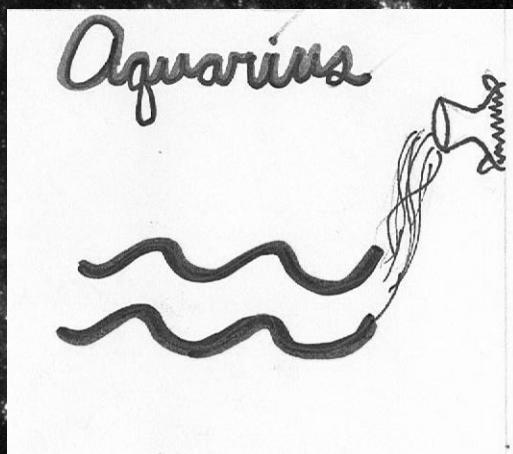
Aquarius ~ January 20 - February 18

You are expecting an absolutely lovely month Aquarius! You feel a certain sense of happiness that you might not have felt in a while. Make sure to bank on this feeling, and not let little distractions take it away from you.

There will be a few emotional stumbling blocks towards the end of the month, but it's nothing you can't handle. Make sure to build up your relationships with your friends and family during the month, so you won't be blindsided by any potential drama.

Keep your wits about you while driving home at night. Remember to put something (a backpack or laptop case would work well) in the passenger seat so as to not invite anything in. This is crucial, especially when driving past large open fields or heavily wooded areas. Try not to think about this too much, they will be able to tell.

Make sure to stay grounded in the last days of this month, be able to recognize your strengths and your limits. Even though there may be many tempting opportunities, be careful not to overexert yourself! Relaaaaaaax. M





From Starwhal to Flappy Bird to Facebook Basketball, students at ORHS have seen a number of gaming trends in recent years. Although some of these mobile or computer games may have become more popular than Fun Run Arena, none have been more intense.

First released in 2013, the Fun Run series contains three similar online, multiplayer mobile games in which each player controls an edgy animated animal and using only two controls (up/down, power-ups). Players race each other in various obstacle courses, referred to as 'maps.' Races usually contain four players, who aim to increase their rating and earn trophies by finishing in a top spot. In many cases, if the player fails to finish in a top two spot, their accolades will be diminished. Each high finish also earns players coins, which they can use to change their avatar animal's appearance or purchase various power-ups to help them slow down other players within their race. The Fun Run series' third and latest released game, Fun Run 'Arena,' features new game modes in which various players can team up in a 'clan,' with the objective of earning individual rating to support their clan and help them rank as well as they can compared to other clans across the world. Each clan can contain a maximum of fifty players. This simple yet addictive game has been played by nearly 100 million people worldwide, including dozens of Oyster River High School students, who made Fun Run Arena the school's latest gaming fad. Each race only lasts about a minute, and because of this and many other reasons, Fun Run Arena became frighteningly addictive for many students throughout ORHS.

Shortly after being released in November, a number of Oyster River students quickly became addicted to the game and began to commit themselves to doing whatever it took to help the clan they made the climb up the

national and international rankings. This clan, whose name cannot be publicized, managed to crack the top 30 in the U.S. and top 70 worldwide at its peak. The clan was made up of nearly all Oyster River-based players, who not only fought for a common goal but also against each other in hopes to claim virtual supremacy in races against their friends.

The reputation and remembrance of the formerly popular Fun Run 1 and Fun Run 2 certainly played a major role in the reason why Fun Arena Arena became popular so quickly. "Our company mission is to create memorable moments through mobile games that friends can play together, anywhere and anytime," said Anette Staloy, Vice President of Business & Marketing at Dirtybit, developer of the Fun Run games. "This is what Fun Run has been about from the start. When the first Fun Run game was released, it was one of the first multiplayer games available for mobile and tablet, where the action takes place in real time." Based in Bergen, Norway, Dirtybit was created in 2011 and has been able to run one of the most successful mobile gaming franchises in the world without topping twelve employees.

Senior Dylan O'Connell has been a fan of Fun Run since its first released game, and is one of the most active and highest rated players at ORHS. "I think Fun Run Arena got popular because my friends and I were hooked on Fun Run 2 and the original Fun Run before that, so it was easy to get into the newest version when it came out," said O'Connell, whose Fun Run avatar goes by the nickname of 'Doc.' "I like the game because of its simplicity. I think it's so addictive because you're always striving for bragging rights over your friend's ratings."

Junior Ethan Keslar began his Fun Run Arena journey as a player who was not as familiar with the series of games, but like many he quickly became hooked and through addiction, hard work, and fear became one of the clan's top members. "What makes it so

more Than a Game

addictive is that you have to be good or the clan you are in kicks you out," said Keslar. "It's the best feeling in the world when you play with friends because it helps you connect with them on a new level. You can tell a lot about a person [based] on how they are in Fun Run."

The passion and addiction for Fun Run Arena among players like O'Connell and Keslar are recognized and acknowledged by the makers of the game. "Lots of our players say that being able to challenge and crush your friends in real time races are some of the reasons why they think the game is so addictive," says Staloy. "In addition, there are achievements, level systems, and cool [avatar] items to save up for." This level system is another significant reason for players' addiction for the game and can earn you some serious bragging rights if you so chose to commit yourself to the game. By performing well in races, players look to make their way through different categories of rank, from the least skilled 'Wood' ranking, up to the rarely-seen 'Elite.' The greater level you are, the more difficult it is to improve.

So you might be thinking to yourself, addiction is a pretty strong word to use in the context of a mobile game, right? Just keep in mind that in just over a two-month span, O'Connell and Keslar combined to play 4986 races in Fun Run Arena. Excluding time looking at rankings, avatar customizations, and other additional activities, this means the two have committed well over one hundred hours combined to the game.

If you're interested in trying your luck at Fun Run Arena, let this serve as a warning for what you could be getting yourself into. Whether it be due to competitive spirit, pride, or the simple joy of playing, Fun Run Arena will forever rank among the most addictive game-crazes in school history.

M



- Zach Leichtman



Hack Shack: Revisited

A 3D printer musically whirrs in the background. Nearby shelves are adorned with several dozen 3D-printed models, sewing supplies, and dozens of tech magazines. Patterns and projects of paper cutouts adorn every wall of the small space that rests in the corner of the library. Opened in late 2015, the “Hack Shack” pushed a brave new idea into the Oyster River High School, in the face of an up-and-coming movement of “makerspaces” across the world.

After a year and a half, the ORHS Hack Shack has been field tested, and is going strong—evidence of which can be easily found lining the walls and shelves in the space.

Back in 2015, MOR visited the Hack Shack in an article entitled The Hack Shack Maker Space, written by Liz Paquette. At the time, the ORHS Hack Shack relied on the students participating in the Advanced IT class for service for the help desk. With only three students, the program was very small, but compensating with a variety of equipment never seen at ORHS: a 3D printer, a Silhouette paper cutter, Little Bits snap-together circuits, and programmable robots.

Nowadays, little has physically changed about the Hack Shack. While few new devices have been added to the Hack Shack, big changes have come in the form of bigger class sizes and visitation. Now, the Advanced IT course has boomed to seven students, open five out of the seven periods of the day. According to Mrs. Pearce, ORHS Librarian and Advanced IT educator, “It would be ideal for the class to get to the point where we have more kids than we can take for the class. When we get people in there all the time and people get in the habit of coming there for things, I think that’s when it will really take off.”

While the ORHS Hack Shack might still be small, most patrons agree that its outreach has been growing and growing. Three-semester patron Jack Beaulieu ('17) agrees—“Since its inception, more and more people have gotten interested in things that are offered, such as the Silhouette and the 3D printer.”

These services might seem to be only for students, even teachers and other faculty members are growing to use the space as well. According to Pearce, “More and more teachers are thinking of us. The class we have worked with so far have been successful. I would like everybody to know that [the Hack Shack] is there and something they can use.”

“I think kids who have worked in there and kids who have come in to do stuff in there have really found it to be a huge resource.”

Mrs. Pearce

While patrons might enjoy using the 3D printer or the Silhouette, there is always a Hack Shack member staffing each period it is open. In addition to staffing the Hack Shack and serving patrons, Hack Shack employees also host workshops and post blog posts to the ORHS Hack Shack blog. According to three-semester Hack Shack member Ethan Fahnestock ('17), “I think the class will continue to evolve and adapt to include new technologies of interest to the school.” Additionally, Fahnestock says “The experience as an employee has improved and the instructors are open and respond to feedback.” According to Pearce, “Last year being the first year, and with Mrs. Carr and I doing it, we

had to experiment with what was too much structure and what is not enough structure. We needed to give [students] a little bit of structure so that they would not get overwhelmed.”

Can the class be called a success? “I think I would. Because even though it hasn’t gotten popular to the point where it is heavily used, I think kids who have worked in there and kids who have come in to do stuff in there have really found it to be a huge resource, and a lot of them have really grown and learned things, and become more confident,” says Pearce, and all patrons I interviewed certainly agreed.

Fahnestock, however, seemed cautious whether to call the project an overall success. According to him, “It’s too early say and it is still in development. It will never be a full blown makerspace because it is constrained to a school environment, but it is doing a good job adapting the idea to its position in a school.” However, Fahnestock sees a positive future for the makerspace at ORHS. “Students taking the class will bring in new technologies they think will benefit the space.”

In the future, more developments regarding technology education are just across the horizon. From its experience, the ORHS Hack Shack is ready to address the interests of the students of the future. “It’s driven by student interest and the needs of our community. If there’s a direct people want to go in, that’s where we’ll go,” says Pearce. “I hope to inspire someone to do something great and say ‘It all came from the Hack Shack!’” **M**

- Tim Bartos

The Geek

The story of Andy Grignon, team member on the iPhone project

“What did we do? I like to say we were responsible for everything you hate about your phone: all the times you drop a call, can’t connect to your sh**ty Bluetooth car radio, or that hotel wifi... those were all my problems,” says Andy Grignon.

Today, Grignon is a partner at a global design and engineering firm called Siberia, which solves tech related problems for some of the world’s largest brands. But, ten years ago, Grignon was a main part of the group of geniuses that built the iPhone.



The Intern

At the time, Grignon was a student at the University of Iowa. He was lucky enough to have the opportunity to work at Apple. This was a huge step in Grignon’s life because not only did he have an internship at Apple, it was exactly the type of job he was looking for.

“I was hired as an intern into Apple’s Advanced Technology Group in 1994. I’m sure it sounds weird, but Apple at that time wasn’t a cool place to be, nobody really had a Mac. There were no iPods or anything cool, so Apple may as well have been Dell, or Gateway. I wrote some software with this thing they were pushing at the time, which was a very early version of videoconferencing software Apple was building. I built this app that looked like the Holodeck from Star Trek, and next thing I knew I was an intern.”

Getting this internship was a big deal for Grignon and he was determined to show his talent. “I worked my a** off that summer. I poured everything I had into learning everything Apple, getting to know people, and building cool sh*t knowing that I had complete, unobstructed access to the insides,” says Grignon. One of his favorite parts about the internship was the people he met and the relationships he made with them. “Turns out those connections I formed that summer would serve me very well for the rest of my career... we all somehow managed to grow up, and now I’m good friends with people that hold executive positions at pretty much every tech company you read about in the news.”

The Day to Day

“You know what, day to day was actually pretty boring. I think it’s hard for a lot of people to really understand that - but most big projects are large periods of ‘boring,’ punctuated with periods of really intense activity,” says Grignon. He goes on to explain that the busy days came from “out-of-bounds” events, like if the team was really behind on a deadline, then things would get crazy. “Executives intentionally, and largely unintentionally, cause a tremendous amount of disruption to projects. I’m fortunate to now be one, and have had people working for me that know they can ‘tell me anything.’ The number of times I’ve muttered something completely unintentionally where lots of people were kicked into gear to address whatever it was is astonishing.” Grignon adds that having these type of connections with your employees is the only way you know what’s actually going on in a project.

“A ‘typical day’ involved checking in with each one of my teams and sometimes individual key engineers to see what was happening.” Grignon mentions again the importance of making good connections with the people you work with in order to stay up to date. “I paid especially close attention to those I had developed personal relationships with, because I trusted them implicitly to tell me the truth, regardless of the layers of management between us - we were kindred nerd spirits, and they knew they could say anything,” adds Grignon.

Grignon’s team was specifically responsible for a lot of software most people haven’t even heard of. All the silicon chips used in technology today are actually just big, complicated pieces of software. Grignon goes on to explain how the silicon chips were made. Basically, there were people in Korea who write “code” where the output is a physical computer chip. “We’re long past the days where someone draws lines on a screen to lay out logic gates and such - today’s computer silicon is the result of programs that ‘write’ those lines and logic gates. Those programs have bugs, and as a result so do the chips that power our electronics.”

One of his team’s jobs was to write software to make sure the chips functioned properly. For example, could they add and multiply? Could it talk to all of the memory parts? Was the clock right? “We wrote a tremendous amount of software to make sure our custom chips had all the basics... ‘arms, legs, fingers, and toes’ as they say... you would be really surprised at all the things you figure out can go wrong when you make your own chip,” adds Grignon.

Grignon was a Senior Software Engineer and Manager on the iPod, iPhone, and iChat projects. Grignon often demo’d QuickTime to Steve Jobs, which is how they got to know each other.



The Jobs

“He was an a**hole, to be sure. And he got away with pretty abusive behavior because of who he was. But you could feel the moments of brilliance when they happened, and when you got even the smallest of compliments you’d be on cloud nine,” says Grignon. He explains that although Jobs was an incredibly talented man, he was also incredibly hard to work with. “He was a genius to be sure, but personally was

“To this day, literally, I almost always get a pit in my stomach when I see someone using an iPhone.”

very difficult to be around. I appreciate that I was afforded a unique seat near one of the best marketers and product people that ever lived, and I tried to learn as much as I could given the challenges of being near him.”

Grignon got to know Jobs pretty well because of the team he worked on. Jobs and Grignon were so close that Jobs actually gave Grignon his nickname.

The iPhone

Building the iPhone was not an easy task. When the idea was formed to build the phone, it was thought of to just be an extension of the iPod. It was supposed to be something that could play music, and additionally make phone calls. Obviously this original idea changed dramatically. The initial patent made for the iPhone describes it as being, “A multifunctional handheld device capable of operating in different modes includes a single input arrangement that provides inputs for each mode of the multifunctional handheld device.”

No one expected the iPhone to turn into what it ended up being. “If you were to fast-forward to today where entire families are sitting around a table staring blankly at their devices ignoring each other... that's not at all what I wanted. I'm actually dismayed when I go out and see a couple on a date playing with their phones instead of speaking with each other!” says Grignon.

Over the years that the team was building the iPhone, Grignon's focus was put one hundred percent into it. “I'm a confessed ‘workaholic.’ It probably sounds sad, but I don't do much outside of tech. But I like that - in any free time I have to this day, I want to think about other things I could be making. Solving problems puts me at ease. Even if it's something completely stupid - to this day I still love working on something tech vs. going snowboarding, surfing, or whatever. What can I say, I'm a nerd and make no apologies for it!”

When the iPhone came out, it was a really weird feeling for everyone on the team. “It was terrifying to be honest! Remember we had spent years in solitude working on this thing under the strictest of Apple standards. Seeing it ‘out in the wild’ was surreal, to say the least,” says Grignon. Imagine hiding something so big for years and then the entire world not only knows about it, but they all use it. “After that feeling passed, it turned into sheer terror.” This was a really exciting time for Grignon and his team, but also a really nerve wracking time.

“Every time I saw a person talking on their new iPhone I was anxious - it really wasn't fun. Look, I've been part of lots of prominent product launches, and seeing something you've spent time on in the hands of some celebrity on, or on the movie screen doing it's thing is pretty cool, but iPhone has always been different. To this day, literally, I almost always get a pit in my stomach when I see someone using an iPhone. I can't underestimate the angst an entire team of people endured for so long to make this product a reality.”

The Tips

Given that Grignon helped to actually make the iPhone, he has a few good ideas on how to make your battery life last past lunch. “Just don't use it,” Grignon says jokingly. “Just kidding, anything that tracks location is always running in the background burning up your battery. Turn all that sh*t off. Facebook, Snap, Uber, Google Maps, all of it... Too many apps want to be aware of your location, and then want to do stuff with it. If you're doing turn-by-turn like Waze, then great... burn that battery up - everyone else should just shut the f**k down, but they don't.”

Grignon has had many favorite features about the iPhone throughout the years. Given how much the iPhone has changed over these past ten years, it would be hard for someone's favorite feature to stay the same. “Initially it was the connectedness of the user experience - it really was easier to use than anything out there for the longest time. Then other people started to catch up. I also always liked how well Bluetooth worked with my car... that also was a pain in the a**. Never cared much for the iTunes app, but the accessories market for awhile was also really on fire.”

My current favorite feature? While not unique to iPhone, Android also has it, but they've gotten good at knowing where I need to be, and prompts me when I need to leave to make my next meeting,” says Grignon.

The iPhone as a whole was a huge part of Grignon's life. “I made a bunch of money, but I also got a divorce. Both of those are life-changing,” he says with a smile. “I channel some of my energy today towards people building new companies, as well as mentoring their CEOs during their journey.”

The iPhone was an amazing experience for Grignon that he will have with him forever. It wasn't just the creation of this fantastic new device, it was his life for many years. “I wouldn't say though that iPhone was overtly negative for me - both positive and negative things happened, but in the end I'm really happy to have had this experience. I grew as a leader for sure - I went on to start something at Palm called webOS using a lot of what I learned at Apple. It emboldened me to take on roles I never thought possible, and also to learn where and how I perform best.” **M**

-Skylar Hamilton

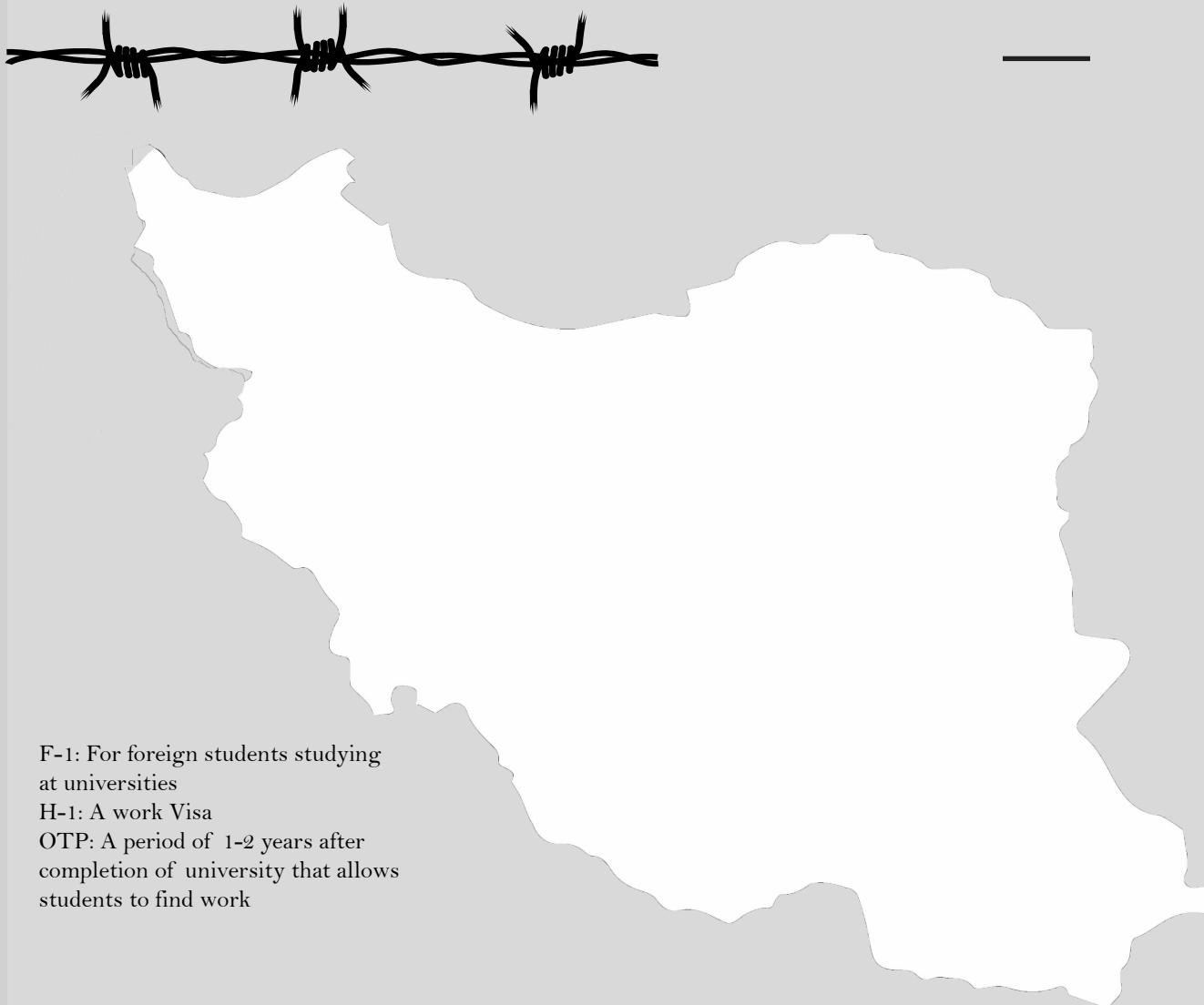
The Nickname

*“I earned the nickname “f**kchop” one day many years ago, when I was writing an app called iChat for the Mac. I was in a weekly meeting with Steve Jobs at the time where we showed him the latest developments across MacOS. He came in one day in a pretty good mood, but some customer had sent him an email calling him a “f**kchop,” and we were all laughing about what that even meant. Time for me to demo videoconferencing, so I run into another office. During the demo my audio stopped working, but I could still see and hear them. My engineer was with me, and he was trying to figure out what was wrong. One thing you didn't ever do to Steve Jobs during these things was waste his time, and I knew that. But he was close to figuring out what was wrong, so we kept at it - I could see and hear him getting very impatient in the background. Finally he blew up, yelling into the mic: ‘WE'RE DONE HERE. I THINK I KNOW WHAT A 'F**KCHOP' IS, AND IT'S YOU - STOP WASTING MY F**KING TIME.’ Needless to say the nickname stuck, and people started passing it around. It kinda sucked at first, but about a year later I moved over to iPod to work on what would ultimately become iPhone so I decided to embrace the nickname by putting it on my new business cards.”*



Ph.Ds and Uncertainties

Fatemeh and Bashi were faced with a decision. Stay in the realm of familiarity, a country that had been home for their entire lives, or leave their family, culture, and country behind to pursue a Ph.D in a country of greater opportunity.



F-1: For foreign students studying at universities

H-1: A work Visa

OTP: A period of 1-2 years after completion of university that allows students to find work

The legality of President Trump's executive orders restricting travel from six predominantly Muslim countries is still unclear. For students whose nationality is implicated in these orders, uncertainty and worry for the future puts undue stress on top of their already rigorous course load. This is especially true for the University of New Hampshire's thirty-six Iranian graduate students, many of whom are working on the forefront of their fields. I talked to two Iranian Ph.D. students about their experiences immigrating to the United States and their uncertain futures.

Bashi Ferdousi and Fatemeh Rahmanifard are both Ph.D. students at UNH, specializing in Space Plasma physics. Bashi is a green card holder which she obtained as a result of her husband's job, and she is expecting her first child in April. Fatemeh is here on an F-1 visa, one of the types threatened by the recent executive orders. Both women came to the Unit-

ed States to complete their masters and subsequent Ph.Ds after completing undergraduate degrees in their home country of Iran. Many other Iranians follow suit. A 2014 Washington Institute found that an estimated 8,700 Iranian students were studying in the United States of which 82 percent were studying at a graduate level.

Iran is currently experiencing a brain drain as their academic elite and post-secondary students migrate to other countries in search of greater opportunity. Iran's job opportunities for college graduates have not increased, leaving the unemployment rate for these individuals at 19.4 percent. As a result, Iran has seen droves of students seeking higher education internationally. This relationship is mutually beneficial; students have a greater opportunity in academia and industry, and their host countries get skilled laborers.

Coming to a new country is not without its struggles. Fatemeh initially came here alone, separated from her husband who remained in Iran. Outside of her studies, Fatemeh was largely left alone in an unfamiliar country. Homesick and depressed, she spent many nights crying herself to sleep. "For the first month you are bombarded with information, everything is new so you don't think of being home sick...but after a few weeks, especially considering my husband's visa and not knowing whether it'd be approved or not, I [be]came very worried and super depressed." There were aspects of US culture that are dramatically different than Iran's, equality of genders for instance. In Iran, women are expected to cover their body and wear a hijab, a traditional Islamic head covering. Women are given less freedom in academia and personal life. This presented itself as one of the positives of Fatemeh's new surroundings. Eventually, her husband joined her, but it would take many more months for Fatemeh's depression to subside.

The visa process for Iranian's is a time-consuming and laborious process. After the Iran revolution that formed the current theocracy, the United States cut diplomatic ties and closed its embassy. It took seven months and two trips to the closest US embassy in Cyprus for Bashi to get her visa. Her visa was single entry, a rarity among longer stay visas that can only be attributed to Bashi's nationality. The screening process already in place requires multiple interviews at the consul, piles of forms, fingerprinting and an indeterminate waiting time. While Bashi's took 7 months, Fatemeh got her visa in a mere 40 days. This inconsistency makes planning a visit home for breaks impossible. Bashi arrived in the United States in 2007 and it wasn't until her sister's wedding that she risked returning home, six years later. It took three months to get another single entry visa to get back into the U.S., at which time she was dangerously close to missing classes.

The impracticality of visiting home put a curtain between Fatemeh and Bashi and their families. "They always hide things, from us because we cannot just decide to come back and just spend a week there...they hide from us because they don't want us to decide emotionally and go back [and risk them not finishing their degrees]," said Bashi. In the six years since Bashi had been home, her grandmother had a stroke and her mother had grown ill.

"I was talking to my advisor as I thought my mom was sick but [she] didn't tell me." When she would skype her mom, she would cover her head up or put on a wig so Bashi won't see that her hair had fallen out. After much persuading, she convinced her parents to visit her in the United States. When she picked her parents up at the airport, she learned of her mother's battle with cancer. "During the most difficult time of her life, I was not with her," her mother feared that if she came back to Iran to support her during this difficult time, it would take an additional eight months to get a visa to come back, which would have a dire impact on her studies. "[My mother] made that sacrifice so that I could complete my Masters." Bashi's mother survived her battle with cancer.

After the sacrifices and hardships students have endured to obtain a degree, the idea that Donald Trump would send students away is heinous. They are not to blame for the actions or instabilities of their countries, and implicating their nationalities will only strain relationships further.

President Trump's most recent executive order would halt all visa processes for Iranians and the five other countries implicated. This has a potential to disrupt students studying in the United States and send back recent graduates. There would be no conversions from an F-1 to H-1 and would suspend OPT. This would create a scenario for the implicated students of "finish your Ph.D. and then get out," said Fatemeh.

If the order holds, Fatemeh may be required to return to Iran after she completes her degree. "[Back in] my country, I wouldn't have a lot of choices to get a job, but at least I'd be safe," said Fatemeh. The

Section E1 of Protecting the Nation from Foreign Terrorist Entry into the United States: Iran. Iran has been designated as a state sponsor of terrorism since 1984 and continues to support various terrorist groups, including Hezbollah, Hamas, and terrorist groups in Iraq. Iran has also been linked to support for al-Qa'ida and has permitted al-Qa'ida to transport funds and fighters through Iran to Syria and South Asia. Iran does not cooperate with the United States in counterterrorism efforts.

order, even if it doesn't stand, has created a feeling that Iranians and the other nationalities implicated are unwelcome and has caused undue attention. "With the executive order [there is] a sort of permission to insult... it's like they got permission to be racist," said Fatemeh.

The number of hate crimes against Muslims has been increasing in recent years. The FBI reported a 67 percent increase from 2014 to 2015 with 257 reported incidents. These statistics were from Obama era, a time when the president actively tried to quell hate crimes. The trend of people lashing out against Muslims because of the idea they are "terrorist" seems to be increasing since Trump has taken office. A January shooting in Quebec City killed six and injured nineteen when a gunman open fired in a mosque after evening prayers. "My friend lives very close to it...she [had a feeling that] people [like Trump] empower people who are racist. [These people] feel like they can say [their feelings] out, sometimes through shooting," said Fatemeh. Although Trump did not directly instigate the shooting, his policies have done little to protect against hate crimes.

For the students, the order has left uncertainty and worry for students who are already struggling with the stress of their studies. Bashi and Fatemeh are on the frontier of their field and the prospect that students like them could be sent away is preposterous. If the United States truly want to pride itself on being an academic superpower, it needs to accept those of different cultures and look past the stereotype that these individuals are "terrorist." Quarantining our country from other cultures is a step in the wrong direction, and to help combat this we must support those who are implicated in the order.

In February, there was a push for Durham to become a sanctuary city. Fatemeh and Bashi spoke at the meeting, sharing their time in the United States. "That night in town hall, there were two ladies who gave me their numbers and wrote me beautiful letters. They said that they would support me no matter what. If I had to work they'd come and take care of my baby...that was really encouraging and heartwarming," said Bashi.

The town council voted against becoming a sanctuary city as it deals with illegal immigrants, which we don't have in town. Nevertheless you can tell that Durham's heart was in the right place. As a community we must come together to support immigrants in a time they are being demonized. They have struggled to come here and make a better life for themselves, to send them away now would be inhumane. **M**

ONE CLICK

How Your Online Posts Can Affect You

Picture this: you're a senior in high school preparing for the life ahead of you: filling out the Common App, writing essay after essay, making sure that your recommendations and transcripts have been sent. You apply to all of your schools and wait the long grueling months to find out the results, only to hear that you have been denied. The worst part? You were denied because of the pictures admissions found of you online. Pictures that denied your acceptance to Harvard Medical School.

This is one example that school counselor, Kim Sekera has heard.

According to a 2016 Kaplan study, 40 percent of 400 admissions officers claim to view applicant's social media sites. According to Kaplan Test Prep, this is a record high, compared to only ten percent in 2008. "I think more and more people are just doing a quick Google search because there is more and more online," says Sekera.

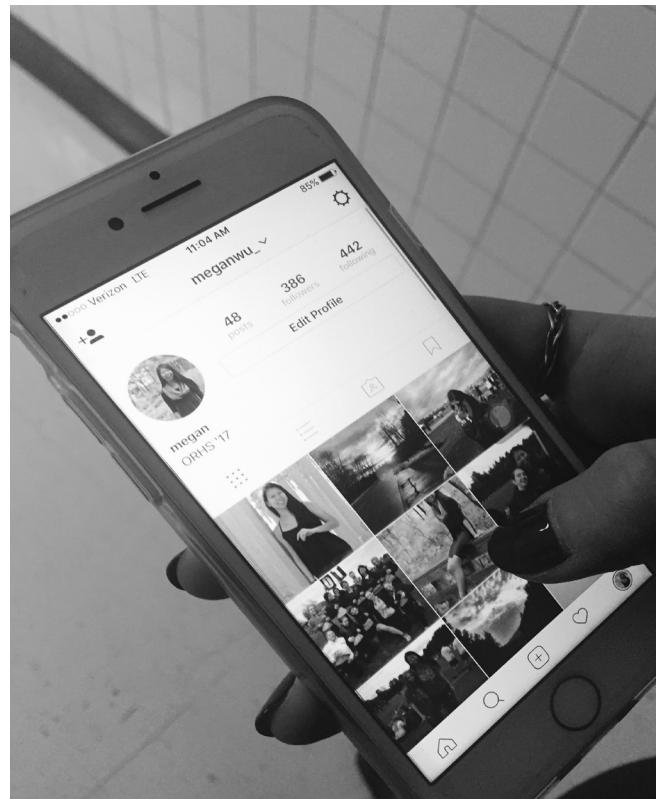
You may ask yourself, why would a college admissions officer need to see what I'm doing online? Sekera says, "it's not necessarily that they are looking because they think something is questionable like, oh they got a D so we will scope them out." Many times admissions officers will look at what you have posted online to look into something that you have told them about such as a talent. Other reasons may include verifying awards, scholarships and criminal backgrounds.

As students in high school we may not always think before we post; we just want to post something that will get us the most likes. While I believe that everyone has the right to post whatever they feel appropriate, I do think that we should be aware of our audience.

Arabella Reece, a freshman at Carnegie Mellon University, thought about her online presence as she applied to colleges last year. "I heard that they checked, so even though I didn't post anything that looked 'bad' I set my accounts to private because I didn't want them snooping." Making your accounts private is always a good idea so that not everyone can see everything that you post online.

This is something that I have always done. Not everyone in the world needs to know what I am posting about myself and if someone does want to see then they can request to see my page and I can accept or decline. While there isn't anything that I regret posting, I just don't feel that college admissions officers or future employers need the access to my accounts.

Social media provides a look into an individual's life. However, the image that they may portray is not always accurate to who they are in real life. Some people may decide to post photos that show them partying, yet this may only be a minuscule part of their life. A college admissions officer or employer will view these photos and just assume that the person is exactly as they portray themselves on their page.



However, until there are laws that will protect our privacy online, admissions officers will continue to check in on our online presence. Here are a few things that you can do in the meantime.

Check over your different social media accounts and look at what you have posted. You can look and say to yourself, 'this is what I look like to other people who don't know me.' You can then decide to go private if you aren't already or clean up anything immediate that you don't think is necessary. Something that Sekera recommends to all students is to Google themselves to see what comes up.

When I Googled myself, three photos came up on the first page of Google images that were actually of me. I am perfectly fine with the three images that showed up, and am glad that nothing that I regret is online for all college admissions officers to see.

With just a couple of clicks you can post a photo online. You may not think in the moment and put something that you will later regret but it will never be completely gone. One thing that I always make sure to ask myself is would I be okay with my entire family seeing this photo? If not, why post it? Save your image and don't post, nothing is worth losing a spot at your top college or at a job. **M**

- Libby Nichols



After careful consideration of your application, our Admissions Committee regrets to inform you we can not offer you admission to our college. This year's applicant pool was the strongest in the college's history and though we wish we could admit all our applicants, we carefully considered who would be most qualified for our school.

I'm making a generalization that a majority of you (seniors especially) have read these words before. Or if you haven't, this is what you dreaded every time you opened a letter from the admissions office. Did you tell anyone? Or did you feel like you needed to keep it to yourself? We as students have established this idea that if you're rejected from a college or university the rejection represents you as a student. Regardless of how many acceptances you may have received, one rejection and you've become a failure. Or at least that's what students think nowadays.

Here's the thing: acceptance into schools has become very competitive, and I don't think students realize how competitive the process has become. "UNH conducts an individualized, holistic review of our first year applicants, and admission to UNH is competitive. A student's academic record, including program of study, class rigor, standing in their class, and achievement is of primary importance in assessing a student's potential for success at UNH," says Tara Scholder, University of New Hampshire senior director of admissions.

I've picked up on this "unspoken rule" that if you've been rejected from a school, you've got to keep that information to yourself. Considering all

we know about the application process and all the factors that contribute to a student's application profile, why have we established this negative connotation around rejection? Sure, inevitably it may feel bad at first, but what's the point on dwelling on a letter from a school that is providing essentially the same opportunities, education, resources, as your "second choice school." Over the years I've been told, and I've learned from a personal standpoint; what you put into the experience, you'll get out of it. Regardless of the school, their reputation, or their name.

It's got to be put into perspective at some point. If you've been rejected from one school, that doesn't mean all the other schools that you applied to will drop your application... it just doesn't work like that. There are always going to be other opportunities and alternatives.

"UNH was originally a last resort, or so I thought. After getting rejected by Notre Dame, Maryland, and UNC, all the other schools I applied to weren't really appealing to me anymore, and so UNH was becoming more of a reality. I got into the Peter T. Paul business school with a small scholarship so I kinda figured this would be a good, easily affordable chance to make the best of what I got," says Leo Foulds ('17).

Having been in college for a semester I sort of wish that I had just been more educated in what I was looking for during the selection process; I wish that I knew the things that really mattered. I think that I fell in love with just hearing the name of a place, without even knowing anything very important about it," -Neville Caulfield

Second "unspoken rule" of the college acceptance: make sure when you apply to the school, the school's reputation has some prestige and academic standout. To some people they couldn't care less about whether their college is ranked on the "Top 20 Universities in the United States," but for others, it's become more of a competition for who will attend the most elite school than anything else. And it all has to do with the name of the school and their reputation. Students could have never visited the school before, but they've heard the school's name being thrown around when talking about which schools are the most prestigious.

So why not just apply to schools where you're assured admission? Why do we choose to apply to schools with the chance of rejection?

"I think students that worked hard to get good grades think of prestigious schools as the reward. It shows that they worked hard enough and were smart enough to get in. Therefore they get the idea that not getting into or not going to a top school means they have nothing to "prove" how hard they worked," says ORHS valedictorian Kathryn Lanoue ('16).

I can say from a personal standpoint, as a senior at a pretty distinguished high school I have succumbed to the pressure of applying to schools that people see as "more elite" or that have a better reputation than others. There was a point that I was considering the University of Pittsburgh over the University of Vermont solely because they have a lower acceptance rate

than the other. I had visited UVM, absolutely fell in love with the campus and what the school has to offer, but still considered Pitt based on the reputation the school has.

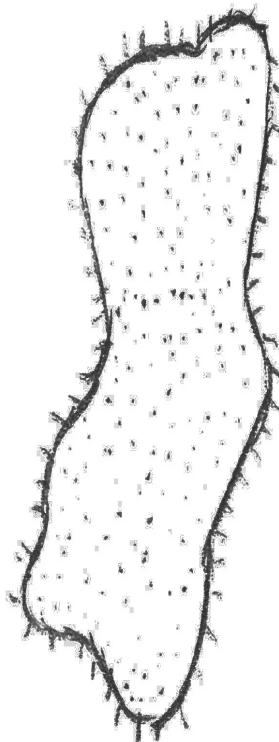
"When I heard back I was sad of course, but I had never been. I had never taken the classes, I had never met the friends I might have, so I wasn't actually losing anything," says Neville Caulfield ('16). "Having been in college for a semester I sort of wish that I had just been more educated in what I was looking for during the selection process; I wish that I knew the things that really mattered. I think that I fell in love with just hearing the name of a place, without even knowing anything very important about it," says Caulfield. A freshman who is currently attending the University of Vermont, after being waitlisted at Tufts University.

It's turned from congratulating to competing, but when it comes down to it all, you can have the same experience anywhere you go as long as you put forth your best effort.

"[When you're rejected from a school] you're sad because you don't get to go to the school, but so what? You aren't losing any friends because you haven't met them yet, you aren't losing any knowledge because you haven't learned it yet, and you aren't losing any credibility because it's the effort that you put in that shapes your experience, and you can find that anywhere," says Caulfield. **M**

SICK AS A DOG

The dilemma of dealing with school when you're sick



After a groggy night of completing homework and doing chores around the house, you wake up from a horrible night of sleep that was cursed with coughing and tossing around. Your throat hurts to the point where you can't even talk or swallow your breakfast. You're exhausted, but you're going to go to school anyway. You can't afford to miss an entire school day that is full of tests, homework assignments, and notes. You're aware that you are capable of getting other people sick, but you're also afraid to miss all of your work. Sometimes, you just have to prioritize school over health.

Sitting at my computer during E period for *Mouth of the River*, I turn to my right and ask Zach Leichtman a question: "How do you feel about students coming to school when they're obviously sick?"

"Haha I've never done that before," says Spencer Clark, in a sarcastic tone, sitting on the other side of Zach.

"So why do they still come to school? Every school day is so valuable to a student. If you have six classes in a day and you're out one day, you are guaranteed to miss something important, like a test or a lesson or a lab," elaborates Zach, "and then they come back and have a ton of work to make up. It causes stress."

We always see sick people in the hallways. Hacking around, blowing snot into tissues, and talking in nasally voices that are barely coherent. When you're taking a test in a quiet room, it's easy to observe the amount of people sniffling and coughing. These kids are clearly miserable, but should they feel like they're required to come to school for the sake of not missing work when they're clearly ill?

Mark Milliken, Dean of Faculty and Assistant Principal, gives his input about students coming to school when they're feeling green: "I think it's a tough call. You can either come to school and spread your germs, or you can stay home and miss all of your work and have to make it up. I'm guilty of it too."



Flashback to the spring of my freshman year, when academically everything was fine for me.

In my E period World Cultures class, a couple of other students and I were working on our Power of One project, which was the final. One day after lunch and during class, I felt an awful pain in my stomach and was overcome with nausea.

I rushed myself down to the nurse, where she called my mom to have me picked up, but my mom couldn't just leave work whenever she wanted to, so I ended up sitting in the nurse's offices for a solid hour. My mom eventually came and drove me back to our house in Barrington. "Make sure you hydrate," was all my mom said before leaving to go back to work. I took her advice and drank some water, but the pain immediately returned and I threw up.

Every time I ate or drank, the pain would worsen and I'd vomit. I didn't know what this sickness was. Sure, I've had the stomach bug plenty of times before, but nothing was ever this painful. I found myself laying on the kitchen floor, crying for the pain to go away and that I wouldn't throw up again.

My mom knew I had anxiety issues and thought it was something related to that, but I was already familiar with what my anxiety attacks felt like, and I was sure this was some type of virus. This illness stuck with me for the entire week, where I either stayed home all day or left school early, and ate next to nothing. I ended up missing the Power of One presentation night and had to make it up during finals week. But the fact that I came to school to work on one of the most time consuming projects while sick was very idiotic of me; not being able to eat or drink without throwing up and experiencing such an intense pain for an entire week - I wouldn't want any of my classmates encountering that too.

Senior Sarah Corrow shares her experience being sick and missing school: "If I don't come in, I end up with a huge pile of makeup work, and a lot of the time, teachers don't care. They don't really consider all of the other classes that we have homework for, and it gets really overwhelming." Corrow also believes that overall health is a big problem at ORHS: "When one person gets sick, it ends up spreading to the entire school."

She also noticed that this is a mass contributor of stress to the student body.

"On top of all the school work students have, they're also fighting a cold a majority of the year."

School nurse Danuta Richards says she sees around 30 students a day during the flu/cold season: "They shouldn't be here, but they say 'my mother said to try school.' They come in, they vomit, and then mom has to come get them." Richards noticed that exam week is usually the worst when it comes to student health because students refuse to miss review time and the tests themselves. "So I think people do come here, including teachers, and they should have stayed home."

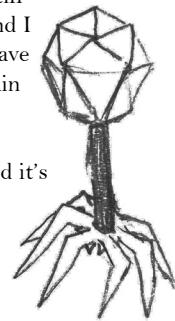
Richards believes that the school is good about telling kids to stay home if they aren't feeling well, but it's the workload that students prioritize over being absent: "Everyone is so intense about homework. If you miss one day, you feel like you're a week behind. And it's hard to do that 'make-up catch-up' thing, where you come back and you've got all this new stuff, but you haven't quite finished the old stuff. I think kids need to talk to their teachers more, but sometimes I feel like there is too much homework."

Estie Ott, ORHS learning specialist, feels that teachers feel the same pressure to show up to their job while sick too: "I think it's hard for teachers to miss school. It's more than just instruction; there are meetings, and there's planning, and there's collaboration that takes place. It is pretty disruptive on that end, too. Often a substitute can't always fill in."

Ott also noted that it almost emulates and prepares you for the real world after high school, "If I miss work, I'm still responsible for getting things done. I have deadlines and I can't really get extensions. If I schedule a meeting, I have to be there. Or if I have to write a document by a certain time, I still have to do it."

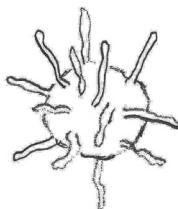
Inevitably, it all seems to tie back to the main culprit, stress: "I think that's indicative of a larger problem, and it's concerning. You can make yourself more sick if you keep pushing it because you're exhausting yourself; you're really exacerbating the problem and you'll miss more school." Ott expresses that there is a more clear cause of why kids push themselves to the extent that they do: "I think we have to look at the amount of homework that we give... You should be able to miss school, come back, and then recover academically," she explains. "It could be a matter of perception; maybe teachers don't always understand all that you have to do. They're seeing it through their lens of a single class, but you are experiencing that times five or six."

Ott understands the issue, and how it is not a healthy practice, both mentally and physically: "What concerns me most is that you feel that stressed about missing a day of school, that you could feel that horrible and still come. If I ever feel that sick, I stay home, because I'm not effective with my work and I don't want to infect other people," says Ott,



"It's stress driven. It's concerning."

For a solution, maybe teachers could compromise on what is assigned to a student, depending on how long they were out. Maybe exempting a homework or classwork assignment would alleviate stress, or even giving a link to an online lesson, instead of copying notes from other kids. As for students, they should try to meet with teachers to discuss their workload if they're feeling overwhelmed or stressed with the amount of assignments. After all, responsibility should be practiced all throughout high school, and learning to be responsible and discuss your problems can greatly benefit you in the long run in the real world. But as of right now, getting multiple assignments back with big fat F's on the front certainly isn't good for your mental health, especially when you can't help the fact that you were sick. **M**



• • • •

- Jess Speechley



Why Aren't There More Women in Leadership Roles?

As a second semester high school senior, I have recently been asked a lot what I want to do with my life. While I am not exactly sure of what the answer to this question is, I know it consists of going to college, getting a job, and building a career for myself. However, the reality that I, and many women across the country face is a lot more complicated than that. Women have begun to rise in the workforce and have gone on to earn a higher education, but they still continue to be highly underrepresented when it comes to being leaders.

According to the Center for American Progress, women earn almost 60 percent of undergraduate degrees, and 60 percent of all master's degrees. Women are 47 percent of the U.S. labor force, and 59 percent of the college-educated, entry-level workforce. Although women hold almost 52 percent of all professional-level jobs, they are still substantially behind men when it comes to their representation in leadership positions. They are only 14.6 percent of executive officers, 8.1 percent of top earners, and 4.6 percent of Fortune 500 CEOs.

With all of this statistical data proving that women are indeed capable of holding leadership positions, it poses the question—why aren't there more women in leadership roles?

It is the 21st century, and women are still drastically underrepresented in almost every area of work in the US. There are so many reasons that these statistics are the reality for millions of women across the US, so it is hard to just pinpoint one main cause for inequality in leadership opportunities.

As I think about my future, and the future of many other young girls like me, I wonder what this means for us. I want to be able to build a career for myself—maybe even become a leader in my field—without having to worry about my gender impacting this. I want to be able to have the same opportunities as a man and I don't want to be taken any less seriously just because of my gender.

According to a Ted Talk given by Sheryl Sandberg, the Chief Operating Officer of Facebook, women are underrepresented for one of two reasons. The first is that women systematically underestimate their own abilities. Not only in the workforce, but in life in general. Even in high school I see examples of this among my peers. Girls will completely disregard the work that they do and underrate themselves when it comes to talking about their accomplishments.

When presenting something to the class or talking about something that they did, women tend to focus more on what they don't like more than what they do like about the thing they are talking about. For example, during my English class sophomore year when presenting projects I noticed that almost every single woman in the class pointed out something they didn't like about their project, or something they had done wrong.

The men seemed to stray away from doing this, instead they just listed what they liked about their project. Comparatively, the projects all seemed about the same and there was no reason for the women to diminish theirs.

The second reason that women are underrepresented is that men attribute their success to themselves and women attribute it to other people. Even when women work hard for their success and have earned it, they tend to believe that they didn't. I see this among other students when they are given a 'self-evaluation.' Men tend to give themselves a high grade, such as an A or an A+, believing that they earned it, but girls will usually give themselves a low grade such as a B or a B- even when they deserve an A. **M**

All of this information is asking the question—why does this matter? The answer to this is simple, nobody gets a promotion if they don't think they deserve it. In order for women to climb the ladder in the workforce, and in life, they have to believe that they deserve their success. You can be the smartest and most hardworking person at the office, but if you don't advocate for yourself and believe that you deserve success then you won't achieve it.

We as women need to start standing up for ourselves and other people in our fight for representation in the workforce, and in life. If we can get women to believe that they deserve to be a leader, then more women will become leaders.

Another issue that prevents women from becoming leaders is that success and likability are positively associated for men and negatively associated for women. We need to end the stereotype that a successful woman is "bossy and controlling" while a successful man is "powerful and earned his success."

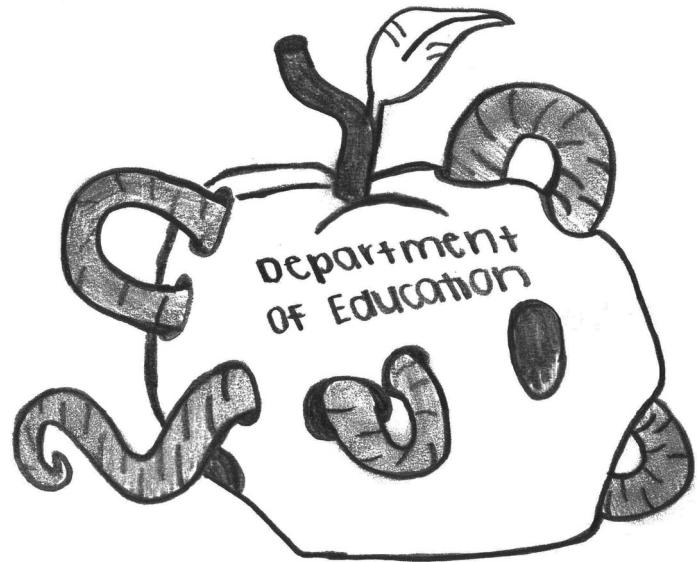
In order to end this stereotype and many others, we have to start teaching young girls and boys that they are equals. We can't call girls "bossy" while we praise boys as "leaders." We have to teach girls and women that they are deserving of the promotion and are deserving of becoming leaders.

I don't want to have to worry about myself and other women like me when it comes to going to college and building a career. I want to live in a world where a woman is equally as likely to get the promotion as a man, and not because she is bossy but because she earned it. I believe that as a society we can reach this goal, but we need to start by teaching young girls that they are deserving and that it is okay to attribute their success to themselves.



-Lydia Concannon

BETSY DEVOS AND THE FATE OF PUBLIC SCHOOL EDUCATION



I grew up in a town with no high school, meaning that after 8th grade, I would likely not see the same faces I grew up with. It was inevitable that I was going to be the “new kid” my freshman year of high school, but the real issue I faced was where? It was hard to narrow down a school in our area, and my first decision was whether or not I would attend a public or private high school.

Betsy DeVos, who is now the United States Secretary of Education, is a threat to public education. DeVos has spent millions to promote school vouchers, expressed her intent on defunding public education, and failed to be involved in any public school institution. When I was deciding between attending public or private, I had faith that our public school system would give me a quality education, especially in New England. The possibility of attending a private school being the only pathway to success one day is not only unfathomable, but a poor representation of what our country stands for.

The difference between a public school and a charter school is clear – while both are government funded, public schools must abide by the public school system, meanwhile charter schools operate independently. From 1999-2014, the DeVos family has donated nearly \$5.2 million to charter schools. While this may make them sound like philanthropic angels, the real donations should be towards the public schools of the United States.

In Michigan, DeVos fought for tax cuts for the wealthy at the expense of public schools for vouchers that divert taxpayer funds from public schools to private schools, and to allow for-profit charter school corporations to operate with no accountability while being funded by taxpayers. She has used her wealth to fund efforts to rid public education.

While we are fortunate enough in our community to have a quality public school, many public schools are failing across our country due to poor funding from the government. Theoretically, success should be derived by hard work in its simplest terms. However, surrounding factors that can influence one’s success are often out of a student’s control, such as growing up in the “wrong neighborhood.” Our public schools lack consistency, and if this continues, students growing up in low-income areas with poor education systems will continue to suffer tremendously.

“There is no precedent for an Education Department Secretary nominee with your lack of experience in public education. While past nominees for Secretary of Education have served as teach

ers, school system leaders, and governors, and came to the Department of Education with deep executive experience in public education, you have held no such position,” said Senator Elizabeth Warren, in a letter to DeVos who has never had involvement in any public school. She and her children have all attended private school.

Imagine if you were told that the only way you will be successful is if you attend Phillips Exeter Academy. While there are undeniable benefits of attending a private school, future generations will suffer because most families are incapable of paying the \$46,900 yearly tuition to attend PEA. In total, DeVos and her organizations have spent at least \$33.5 million to support public school privatization efforts. If private schools become the norm, how will families who can’t afford compete?

The efforts of DeVos will make public schools unable to guarantee success to their students. I believe DeVos’s underlying intent is to make the rich become richer and the poor become poorer, rather than focusing on a strong middle class. Her intent is expressed primarily through how she got elected as Secretary of Education: by giving at least \$20.2 million to Republican candidates. During the 2016 election alone, DeVos and her husband contributed more than \$2.75 million to candidates, parties, and PAC.

DeVos has been a force behind the spread of charter schools in Michigan, most of which have recorded students’ reading and math scores below average. “This deeply dysfunctional educational landscape — where failure is rewarded with opportunities for expansion and “choice” means the opposite for tens of thousands of children — is no accident. It was created by an ideological lobby that has zealously championed free-market education reform for decades, with little regard for the outcome,” says Valerie Strauss, writer for The Washington Post.

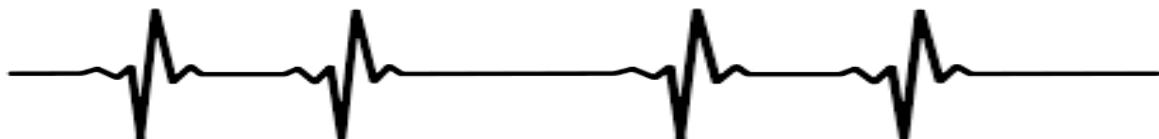
I worry that for future generations, public schools will not be an option if students want to achieve success. Not only will attending private schools put a dent in students’ finances, but it will make the cost of attending college even more unrealistic. Betsy DeVos will only benefit upper class families with her plans for education, and our lower class families will suffer even more than they already do. We have to stand up and fight for the fate of our public schools so that every student is guaranteed a quality education, despite their family’s income. **M**

-Andrea Staples

Upside Down

I lie still in the hospital bed. I close my eyes and tried not to think about the needle in my neck, the needle in my arm, and the blood being cycled out through the line that snakes down the vein in my neck. My legs can't move, my head is clouded with the aftereffects of anesthesia. A neurologist comes in, speaking slowly; "We're going to have to try a third treatment...the first two didn't work as fast as we had hoped," he registers my pale face, and jumps to fill the silence. "It's okay to feel sad...to feel scared. We have a physcotherapist you can talk to," he says. But it's not okay. And I am scared. As soon as he leaves, I throw up that morning's breakfast, and cry for the first time in a month.

Two weeks earlier...



"How did I get a sunburn? I haven't been tanning in forever...!" I sat on my bed and tried to think, what else could the burning feeling that wrapped around from my back to my stomach be? I brushed it off, and walked downstairs, not even noticing that my legs nearly gave out by the time I took the last step.

That was Friday, and by Sunday I couldn't walk on my own. I had a sharp pain in my lower back and the doctor suggested I had a bulged disk in my spine, and a pinched nerve. I saw a neurologist who performed seemingly simple examinations, but my responses worried him. Little did I know these tests were about to become a part of my everyday routine. He moved my toe up and down, asking me to close my eyes and describe which way it was moving. I had no idea. He touched my leg and foot in different places, and I couldn't even feel his hand.

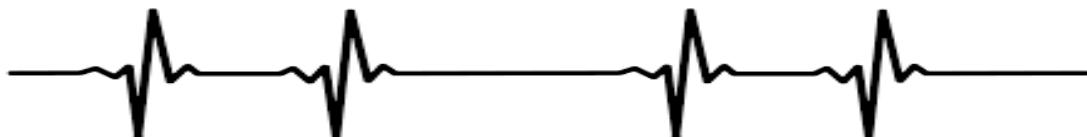
That evening I was wheeled into the Portsmouth Emergency Room. My legs were too weak to even swing onto the bed, and I couldn't go to the bathroom. I still had the burning feeling wrapping around my stomach and back and had a numbness and loss of feeling from the waist below. I had three MRI's done on my spine, and after midnight it was decided I would go to Boston Children's Hospital. I rode the ambulance there and spent the rest of the night in the Boston Emergency Room. I had a lumbar puncture, otherwise known as a spinal tap, to collect spinal fluid that was sent away to be tested. My MRI's were re-read and after a few more neurologists came in and asked me questions; finally a doctor came in to tell me:

"From your MRIs and the information you've given us, we think that you may have Transverse Myelitis."

Transverse Myelitis is a neurological disorder. In my case it was likely caused by an overreaction to an everyday bacteria that caused the lining of my spinal cord to swell enough that it severely inhibited nerve function from below my ribs to my toes. Only about 1 in 227,000 people a year are affected, and some are faced with full body paralysis and permanent disability. There are two types; acute and chronic. Acute Transverse Myelitis is what I was diagnosed with, at approximately the T6 level in my spine.

I was treated by a team of neurologists who I met with my first morning in the hospital. They assured me that although most people have never heard of this disorder, they were familiar with treating it. My first treatment would be steroids through an IV, and then I would continue taking them orally for the next few weeks.

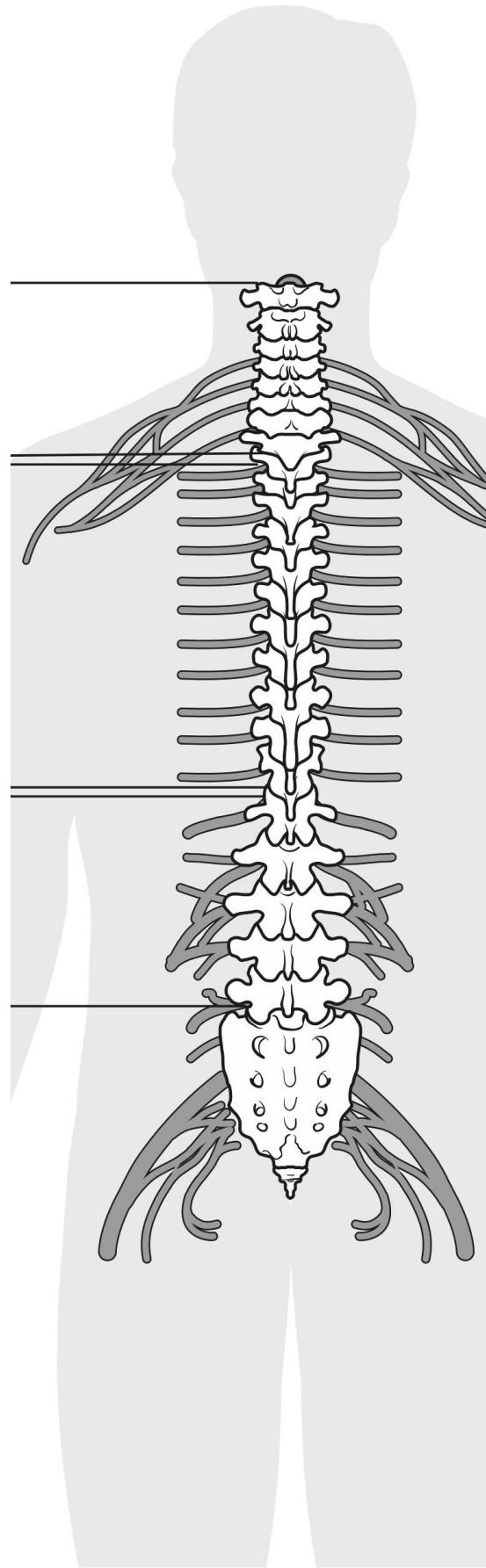
I was treated with the steroids for three days, but was still having a lot of trouble walking. I had lost all of the strength in my legs and still had no sensation. It was decided I would be getting a second treatment, called Plasmapheresis. This is essentially a blood treatment to cycle the unwanted antibodies out of the bloodstream. This treatment is more invasive because it requires a surgery to put a central IV line in your neck. The IV stayed for a week over Christmas and I had five plasmapheresis treatments, each lasting three hours. This treatment was painless but during the second to last treatment I made myself sick thinking about all of the blood flooding out of my body and into the machine. The day of my last treatment the two head neurologists came in and told me I would be getting a third treatment, called IV/IG. I had had an IV in my arm since I first arrived in the emergency room, so the treatment would be completed through that.



I was overwhelmed with support while I was in the hospital. Some of my friends drove down to visit me multiple times, some on Christmas, and one even flew across the country to see me. Even seeing them for a few minutes would brighten my whole day. A lot of people I hadn't talked to much sent me incredibly kind messages of support, and a lot of my friends who live in other states sent me doughnuts, flowers, cards, and stuffed animals.

There were times when things were difficult in the hospital; like when I would sit in the bathroom at 3 am, literally praying that I could pee before the nurses would come in with a catheter, or when the doctor pulled the central line out of my neck and it was three times larger than I had imagined, or when I sat alone on Christmas Eve in my room, watching Law & Order SVU and eating the doughnuts my friends had sent me (that last one actually wasn't difficult at all.)

After my stay at Boston Children's I was transferred to Spaulding Rehabilitation Center, which is also in Boston. Many top athletes come here to recover, and it was also where many of the survivors of the Boston Marathon bombing came to recover. They treat many types of injuries, from strokes to spinal cord injuries to amputated limbs. I stayed here for over a week and had three hours of intensive physical and occupational therapy a day. It was a rewarding but difficult experience. I was re-learning how to walk, how to do simple balance and coordination exercises. When I would struggle to walk up stairs or step over something on the ground, I couldn't help worrying if it would be this way forever, even be able to walk backwards, or run, or jump again? Recovery was one of the most challenging things I have ever done; from a mental as well as physical standpoint. It was hard for me to conceptualize that although I had once been able to sprint down a track over hurdles, smash into another hockey play and stay upright, or remain perfectly balanced on horseback over huge obstacles, I was now completely focused on my ability to balance on one foot, or walk with my eyes closed for even two steps..



There were other teens on the pediatric floor with me. Many of them had been injured so severely they could not walk, see, talk, or feed themselves.

The ones who could talk maintained such a positive attitude, and this made me realize how lucky I really was. You

have no idea what people are going through until you have gone through something yourself. Many people with transverse myelitis never walk again. I am so grateful that I have regained that

and more.

Coming back home one of the best feelings I have ever had. I wasn't having my vital signs checked every hour, and even though I had to use a chair in the shower and be helped up the stairs, I was back. I had missed over a month of school, and would be making up the remainder of my first semester classes while starting my second semester classes.

I went to physical therapy three times a week in Portsmouth for my first few weeks back. I was able to get back on my horse and walk around. The doctors have said that as much as I recover in a year will likely be as much as I recover for life. The harder that I work the faster and more completely I will recover.

I am so grateful for my friends and family who supported me throughout the past months. If you know of a family or friend in the hospital, let them know that they have your support. Even a short text or message will mean the world to them.

As I write this article, I have physical therapy twice a week, and workouts with my personal trainer twice a week. I am riding almost every day, planning my gap year, and applying to college. Sometimes I still feel as if I am inhabiting a different body than my own.

As my nerves recover I have muscle spasms, and my lower back is constantly sore. Every few weeks I have various follow up appointments in Boston. I haven't driven since December. But I am able to wake up every morning, swing my legs out of bed, go to the bathroom, and walk downstairs. And I know that I am luckier than most.

M

-Jane Robinson

A Split Relationship

Our Generation & Bowling

Ten pins stand in a pyramidal shape, sixty feet away from you. As your final finger lets go of the ball, there is no more you can control. While the spherical object makes its way down the lane closer to its target, you hold your breath. With just feet remaining, you begin to prepare to adjust to the possible outcomes, not knowing which combination of pins the bowling gods may decide to leave up. Will you walk back to your friends in shame, or with a newfound confidence and glory?

In 2016, about 70 million Americans headed to one of our nation's 5,000 ten-pin bowling alleys, laced up their shoes, and rolled a ball down a lane in an attempt to knock down as many of the pins as they could. However, only about ten million of these people bowl once a month and only two million bowl competitively in a league. Despite it being America's most popular participatory sport, most people only find it entertaining enough to do a few times a year. For teenagers, bowling has become an activity with less interest than ever.

Bowling is the largest annual participatory sport among youths as well. In fact, about one-half of people under 18 went bowling once this past year. However, among these almost eighteen million people, less than .006% bowl in leagues. Twenty-nine states don't see enough interest in the sport to consider bowling a scholastic varsity activity. Only 300 of America's 4,000 colleges have an interscholastic competitive bowling team, and despite it being a \$6 billion industry in the United States, the number of bowling alleys throughout the country has more than halved since the 1960's. In an age where there is more concern than ever about concussion-related injuries, and, according to a *Wall Street Journal* study "Youth Participation Weakens...", youth participation dwindling in nearly every team contact sport- football, basketball, soccer, and even baseball- it is surprising to see no newfound love for a sport like bowling.

There are a number of reasons why bowling has become an increasingly unpopular hobby among teens. One obvious reason for some would be its lack of affordability. "I think one of the main reasons fewer people are bowling today is the cost," says Will Cilia ('17), who bowls weekly, "at certain places one game and shoes go for up to \$10." However, industry data shows that bowling participation has increased in times where the American economy has had its worst struggles - because it's a comparatively affordable family activity. Although standard prices are high, most bowling alleys have multiple days a week where they offer inexpensive deals, often at times that are accessible for teens. Dover Bowl in Dover, NH, offers \$2 per person games on Tuesday afternoons and unlimited \$10 per person bowling on Sunday nights, compared to their usual \$5.50 per person per game charge. Strikers East Bowling Center in Raymond, NH has \$2 games from 4-6pm on weekdays and \$1 games on Friday afternoons. Although the expenses of daily or weekly bowling could add up quickly, a teenager who bowls once a week and takes advantage of deals like these would still be paying less than they would for an average gym or golf club membership.

Stephen Hardy Jr. owns 'The Right Approach II,' a bowling pro-shop inside of Strikers East Bowling Center, a facility that is owned by his father, Stephen Hardy Sr. Hardy Sr. is a decorated professional bowler who

competed in some of the highest level bowling tournaments on the Professional Bowler's Association (PBA) Tour in the 1980s and '90s. "Nowadays, kids have become more stretched out with other activities that bowling isn't just the 'Saturday activity' like it used to be for many," says Hardy Jr., who bowled collegiately for West Texas A&M. "Along with that, there are other activities

such as 'Wii' [virtual] bowling and less expensive options such as football or soccer. Children are choosing other avenues of hobbies."

Bowling is also a sport that often requires patience, and for many teens, it seems like the pace-of-play in bowling is not entertaining enough. "Being a turn based game, [bowling is] going to be slow with the more people you play," says Connor

Grady ('17), who began bowling in leagues in 2012. "This can be a negative because it's more of a sitting and waiting type of game." Additionally, bowling is a sport that is largely based around self-improvement through focus. For those who like bowling, this ability to notice the smaller nuances of the sport plays a large role in their enjoyment. "I enjoy bowling because similar to other sports there is a level of competition against others, but unique to bowling is individual competition," says Cilia. "When I'm at the lanes, I like listening to the sound of the pins falling and the feeling of knocking my own pins down. I feel relaxed at the alley and focused on the sport."

Specific to bowling, the pace of play and typical atmosphere of both recreational and local league play can generate a great social vibe that can be balanced with the activity itself. Youth bowlers can also find competition against people of any age group, as it is a sport where the skill differential across ages is especially tight, compared to other physical activities. "My favorite part is being able to be in a community that cares for the sport and enjoys playing together," adds Grady. "That was the best part about the leagues, people coming once a week to play a sport they are passionate about."

Despite its decades-long downward trend in popularity, Hardy Jr. is optimistic about the future of the sport. "I feel bowling is on the recovery now more so than ever," he says. "Just this past year I have seen more interest in tournament bowling at the higher competition levels than that of my short career." Whether it be through availability, cheaper prices, or simply more general interest in the sport as a whole, something will need to change in order to keep bowling from the verge of extinction. "Still, we need to generate more youth interest because they are and always will be the future of the industry," Hardy Jr. adds. **M**



Lanes at Dover Bowl

"My favorite part is being able to be in a community that cares for the sport and enjoys playing together"

-Zach Leichtman

Losing an Edge

How hockey's cut-throat competitiveness is pulling gifted players away from their hometown teams



In 1943, when Gordie Howe was fifteen years old, he was six feet tall, 200 pounds, and an excellent skater. He worked with his father at construction sites over the summers, which gave him the strength to develop one of the fastest shots in hockey. The next year, Howe tried out for the Detroit Red Wings, and began his illustrious 32 year long professional hockey career. He would go on to earn the nickname "Mr. Hockey", and is considered by many to be the most complete player to ever play.

The idea that an NHL team would hold open tryouts is unfathomable today. The road to the professional level is longer and more complicated than it has ever been. It might be more difficult to make a Division I college team now than it was to make it to the NHL in Howe's day. "It takes a lot of hard work, luck, and working your tail off for 18, 19, even 20 years before you can get [to Division I]," says Oyster River High School hockey head coach, Griff Richard. The days of farm boys honing their skills on a frozen pond and making it to the NHL are long over. Now, you can kiss your dreams of being the next Gordie Howe goodbye unless you could skate before you could walk and had a hockey stick in your crib.

"Hockey is extremely competitive to make it to play Division I. Most people play at least two years of junior hockey after they graduate to be able to make a college team," says Zak Lanoue, who left ORHS last year to pursue his goal of playing college hockey. Reaching the collegiate or professional level in any sport is a tremendous challenge, but hockey stands out. Unlike football, baseball, or basketball, hockey's home is not



Zak Lanoue in action for The New Hampton School



in the United States. There are about twice as many active Canadian NHL players than American, according to quanthockey.com, and a survey by the International Ice Hockey Federation shows that Canada has

"I think high school is where the dream of playing in college or the pros dies for most kids."
-Anson Thibault ('17), ORHS hockey co-captain

about 630,000 hockey players to the US's 540,000, despite having about one-tenth the population of the US. This all means that most profession-

al and collegiate hockey players aren't even from this country, let alone this region or state.

Some may say that the competitive nature of selecting players for a college team has gotten out of hand. As Lanoue said, players often play two more years of junior hockey after graduating high school, and many are held back to gain a physical advantage. That means that players could be 21 or 22 years old when they start their college career.

So how does a player make it to the collegiate level? It all starts at a very young age. "Kids are working out earlier on and getting better coaching at a younger age, which has increased the talent in the game," Richard says. When the player reaches the high school level, they have to evaluate their progress. "I think high school is where the dream of playing in college or the pros dies for most kids," says ORHS hockey co-captain, Anson Thibault ('17). However, not every player is honest with themselves about their chances at making it to the next level.

If a player is serious about playing collegiately, and they are immense-

ly talented, then they often take a different path through high school than most people. Lanoue is an example of this. He played at ORHS for two years, then left the ORHS team and joined a club team during his junior year of high school. He played for the New Hampshire Junior Monarchs, a “junior” team that travels around the country for games and tournaments and promises to get their players exposure to college scouting. Lanoue was missing school often for these games, so he decided to leave the Monarchs and play for a prep team. He now plays for the New Hampton School in New Hampton, New Hampshire, and decided to repeat his junior year. Why? The answer is simple: to gain the elusive, razor-thin edge that separates those who make it, and those who fall short.

Programs like the Monarchs and the New Hampton School boast success stories of players who have made it to the collegiate and professional level, but there are

many players whose aspirations fall short. “There are obviously some kids that benefit from playing at that level, but it’s not for every kid. They’ve grown it into a business as opposed to a time for kids to mature,” states Richard. Club teams typically charge thousands of dollars to play for their team. It can be hard for a player to realize that they need to hang up their skates, and it can often be

very expensive to continue playing.

The real casualties of club and prep hockey, however, are public school teams, like ours at ORHS. The most talented players are no longer playing for their hometown teams, which has hurt the quality of hockey played in NHIAA. “There is no doubt that [the talent level] has gone down. The top teams are still good, but overall the talent level has definitely gone down and I think it’s on a steady decline,” Thibault says. Every school in Division II has lost many of their top players to prep and club teams. “Us, Dover, Spaulding, we’ve all lost a lot of talented kids,” says Michael Donovan (‘17), co-captain of the ORHS team.

Not too long ago, the ORHS team was competing for a state championship on an annual basis. The hockey was competitive and the teams were loaded with talented players, some of whom went on to play in college. But that has all changed in the past few years. Now, the team is still somewhat successful, finishing around .500 and making the playoffs each of the past two years, but even a casual spectator can notice that the level of hockey has diminished over the years. “Our record has improved since my sophomore year, but that might be attributed to other teams losing people too,” Thibault says.

One of the largest indicators of the decline in the quality of hockey is the number of underclassmen that play for varsity teams. Only a few years ago, most freshmen and sophomores were worried about whether or not they would be cut from the team, not whether they’d be on the first or second varsity line. The ORHS team has seven underclassmen on the twenty-player varsity team. Dover High School has even more, with eleven of their twenty players being underclassmen. Like many other schools in the division, Dover no longer has a junior varsity pro-

gram to develop younger players who might not be ready to play at the varsity level.

Another indicator is the fan levels at games. In the past, regular season games drew a decent sized fan section, but now the amount of students fans that attend each game is only a fraction of what it once was. “The options of prep and junior especially in this area takes a lot away from the high school programs,” Richard says.

Prep and junior teams are found across the country, but as Richard said, are especially prominent in this area. There are seven different junior hockey leagues with teams in the New England area, more than anywhere else in the country. In Minnesota, for example, things are different. Minnesota is home to some of the most competitive high school hockey in the world. “The best comparison is that it’s like football in Texas,” says ORHS teacher Mark Lawrence, who played for Hopkins

High School in Minnetonka, Minnesota. A staple of Minnesotan culture is the Minnesota State High School Hockey Tournament, which has games at the Xcel Energy Center, home of the Minnesota Wild NHL franchise. Fans pack the 18,000 seat arena, and cheer on their hometown team as they watch elite level hockey. “Every single game of the state tournament is televised. People will

take the entire week off of work so they can watch the games,” Lawrence says. While Minnesota might not have massive prep and junior programs like we do in New England, they have produced more NHL players than any other state, according to hockeyreference.com.

Minnesota is a great example of how high school hockey can be high quality and yield NHL level talent. However, in New England, the problem is only growing as junior and prep teams continue to rake in profits. “I think the level of hockey [in high school] will decrease as time goes on with more people leaving. Our youth programs are good so I think we’ll always be able to compete, but I think every program is on the decline,” Thibault says.



The crowd at the Xcel Energy Center in St. Paul, Minnesota, for the championship game of the Minnesota State High School Hockey Tournament

“There are obviously some kids that benefit from playing at that level, but it’s not for every kid. They’ve grown it into a business as opposed to a time for kids to mature.”

- Griff Richard

Why are the highly talented players leaving even though it hurts their hometown team? “They believe they have to go to these club or prep teams just to get to be able to play in college or get to the next level,” Donovan states, “and with the way things are now, that’s probably true.” It’s sad to see the quality of public school hockey diminish, but in reality, there is no one to blame. A player who aims to make it to the Division I college level needs every edge possible, and prep or club teams offer them more exposure, which can make all the difference.

Having the ability to turn back the clock to a simpler time, when players like Gordie Howe, Maurice “Rocket” Richard, and Ted Lindsay went from hometown heroes to NHL legends would solve a lot of problems, but those days are long gone. Now, it’s nearly impossible to navigate the hyper-competitive junior hockey landscape. These days a kid with NHL dreams needs to take advantage of every possible opportunity they can get to climb another rung on the ladder to success. **M**

